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ABSTRACT

This document is one of four published by the Houston Independent School District for developing career awareness and career education in the classroom. This part provides instructional material for two career areas: fine arts-humanities and consumer-homemaking. Included in each unit are behavioral objectives, instructional procedures, suggested activities, performance goals, evaluation, and a flexible lesson plan for the teacher to use. An appendix to each section provides job descriptions and information through newspaper articles, cartoons, and short stories. Additional resources are listed. Two other units, student self-analysis and evaluation, are included in this document. An appendix supplements these units with tests, value clarifications, and methods of long-range planning. (JC)

CAREER ORIENTATION

PART 4

ED 094241

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Houston, Texas
1973

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CAREER ORIENTATION

SECONDARY LEVEL

Curriculum Bulletin Number 73CBM4

Prepared by

Mrs. Mary Elizabeth Schell
Consultant, Occupational Orientation

Pilot Teachers

Fran Argiropoulos
Mary Belt
Barbara Brockmann
Jackie Burgess
Russell Flinn
Lexie Brewster
Dan Laas
Rose Parks
Thomas Pettaway
Al Ribnick
Ted Schneidler
Frank Silver
Opal Sparks

Art Work

Richard Mallett (Eighth Grade Student)

Published by

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Prepared Under the Direction Of

Mr. J. B. Whiteley, *Superintendent*, Division of
Occupational and Continuing Education
Mr. T. C. Harrell, *Director*, Career Development
Mrs. Roberta Brisco, *Coordinator and Editor*

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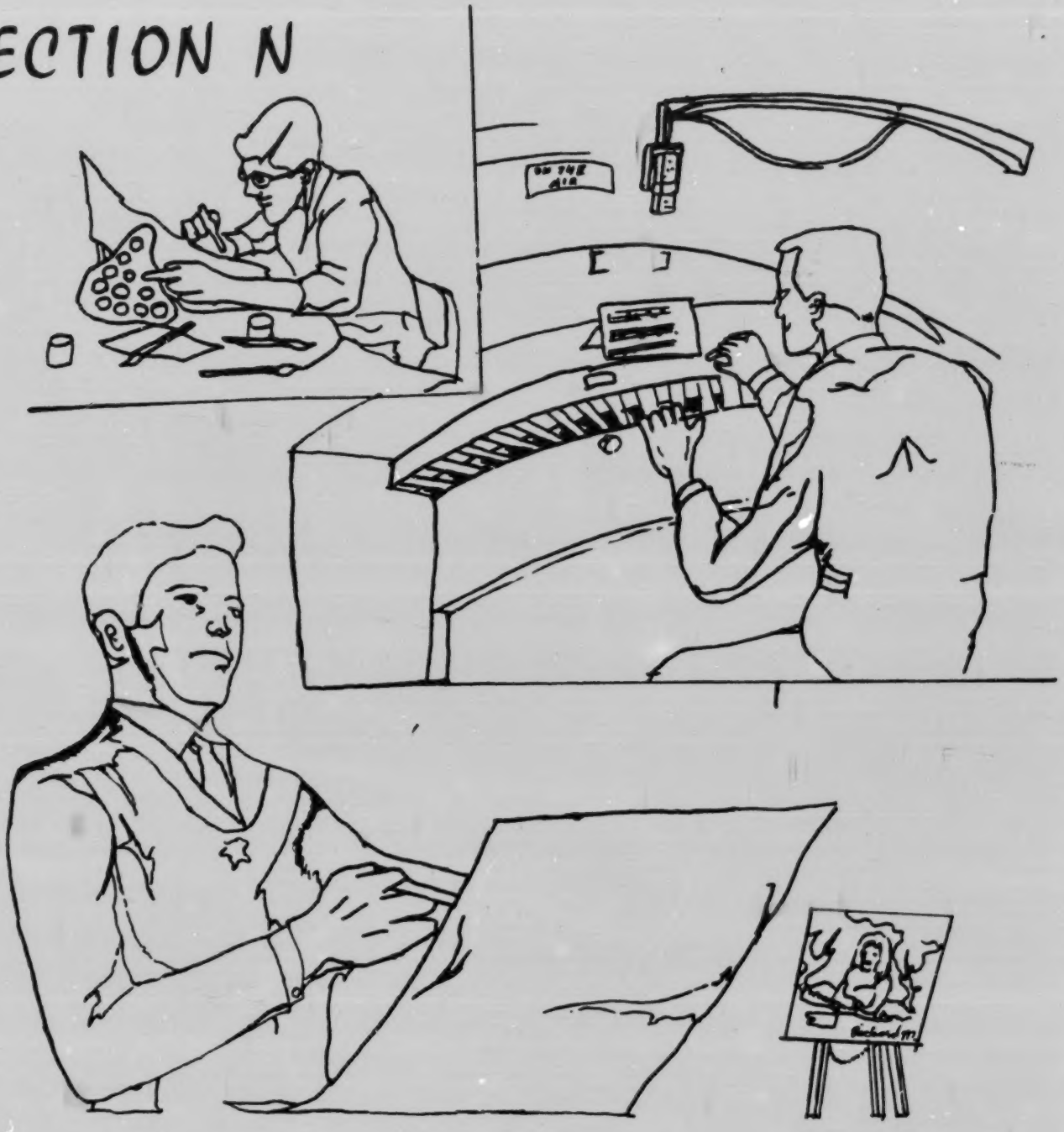
SECTION N



FINE ARTS and HUMANITIES CAREERS

CLASSROOM PRESENTATION
OF THE
CONCEPTS AND PROCEDURES
OF
FINE ARTS AND HUMANITIES OCCUPATIONS

I. Behavioral Objectives

A. Eighty-five percent of the students will write a review of a recent show. They will then discuss five or more jobs "behind the scenes" of the show.

B. Forty percent of the students will attend a stage production. They will draw or write an interpretation of the live show.

C. Seventy percent of students will participate as actors or actresses in three-minute skits that entertain the class.

D. Thirty percent of students will improvise roles of behind-the-scene workers who would be employed if the skit were presented professionally.

E. Sixty percent of students will read about opportunities for bi-lingual people.

II. Instructional Procedures

A. Only scripts suitable to the average age and ability level of the class will be used.

B. Students will make or borrow props that are reasonable facsimilies of those used professionally.

C. Tapes or recordings of background music will be chosen for universal appeal and appropriateness to the theme.

D. Purpose and plan will be emphasized in all activities. Ability and interest will be considered.

Suggested Activities

Each student will complete two or more of the following activities:

1. Write a paragraph about a production you attended at school, Miller Theatre Under the Stars, or in some other auditorium. Describe the teamwork that made the production possible.

2. Attend a free production of a Merry-Go-Round Festival in January or May (call Alley Theatre for definite dates of productions). The casts are made up of students from the Alley School of Acting. They range in academic school age from fourth grade through twelfth grade.

3. Take a tour of Jones Hall. In one paragraph describe what you saw.

4. Attend a symphony. Bring a record or a story that explains the music you enjoyed.

5. Take part in an amateur program in a school or a community production.

6. Write a play.

7. Direct a play.

8. Present a musical number.

9. Interview a technical worker behind the scenes of a theatre. Record or write the information obtained.

10. Visit a television studio. Write a description of three people involved in fine arts work.

11. Visit an art museum. Write or tell about two or more types of art that appealed to you.

12. Interview a musician. Tell what qualifications are needed to be a good musician.

13. Collect pictures of your favorite actor, actress, musician, or artist. Write a paragraph about biographical events that made this person successful.

14. Do research on an actors' or a musicians' union. Write a paragraph about the training required in an apprenticeship.

15. Collect articles about a recent archeological expedition in Mexico or Greece. Give the class a three-minute report on this expedition. Be sure to include the careers involved in this work.

16. Call the placement department at the University of Houston, St. Thomas, or Rice. Ask for information on job opportunities in the area of foreign language.

17. Interview your favorite English teacher. Ask for information on qualifications in creative writing. Share your findings with the class.

18. Call a publisher. Get information on current and future needs for writers. Write one or more paragraphs to relay information given you by the publisher.

19. Write a story that centers around a student who is preparing himself to become a creative writer. It can be fictitious or biographical.

20. Bring to class samples of music or sound effects that tie in with the theme of a story. Explain the purpose of the music.

21. Call a government agency for information on foreign language needs. Write the specific departments contacted and job descriptions. (Example – Peace Corps)

22. Visit an airline personnel office. List three jobs that require knowledge of a foreign language.

23. Go to Bank of the Southwest. Collect information on jobs for people who speak two or more languages.

24. Call the personnel office of a publishing company (newspaper or magazine). Ask for information on present and future opportunities for creative writers.

25. Draw or trace a map that shows a recent archeological expedition.

26. Call Methodist Hospital. Ask what opportunities are open to a person who can speak two or more languages. Write a paragraph on the information acquired.

27. Take notes on a class speaker who explains careers in Fine Arts or Humanities.

28. Clip two or more want ads for opportunities in Fine Arts and/or Humanities. Put these ads in your notebook.

29. Make a poster for the Fine Arts and Humanities Career Field.

III. Performance Goals

A. Taking part in a classroom inprovisation

B. Becoming involved in community opportunities in Fine Arts and humanities

C. Asking questions about careers in this field

IV. Evaluation

A. Individual participation in instructional requirements of student activities

B. Oral and written communication

C. Summation of experiences in career fields (the Wheel)

Flexible Lesson Plan

First Day

Introduction to unit through transparency of "Interdependence- A Few People and Places (in appendix)

Hand out "Suggested Activities" to students.

Second Day

Guest speaker or study tour (See appendix.)

Third Day

Discussion of art, drama, music, and humanitarian activities in the Houston area (Refer to Sunday paper for current local activities.)

Discussion of outstanding musicians, artists, and actors (Use reference books and magazines.)

Allow 15 minutes for students to do some of the preparation needed for the next day's assignment.

Fourth Day

Presentation of work of students

APPENDIX

1. Interdependence Chart
2. H.E.W. Chart
3. Stories, Data, Activities*
4. Want Ads
5. Predictions
6. Resources
   a. Study tours
   b. Speakers
   c. Media
   d. Printed Materials
7. Summation Wheel

*This may vary with specific subjects in the different careers

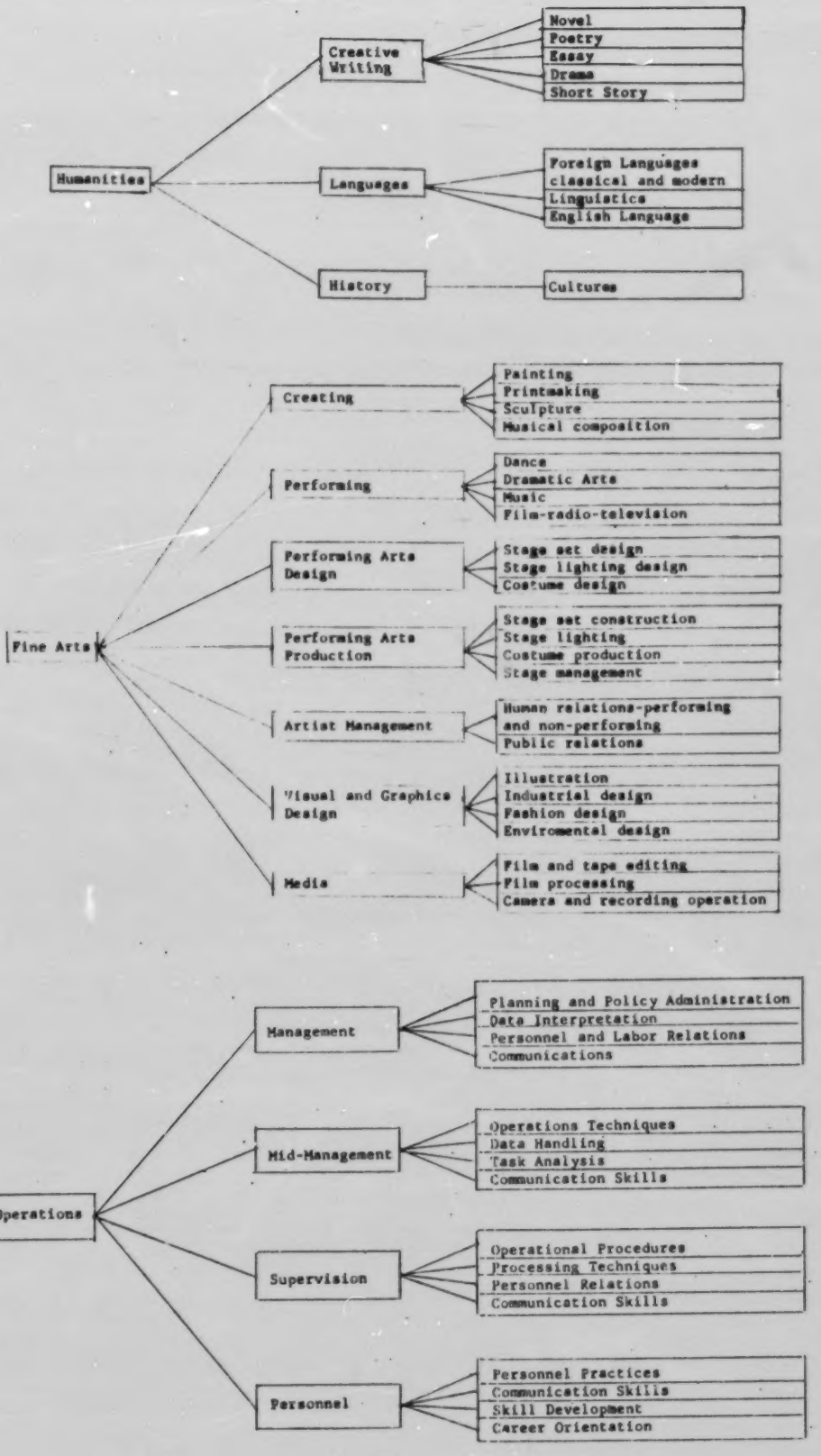
FINE ARTS — Interdependence — Examples of a Few People and Places

Projected Needs	Careers	Places of Employment
Educational Media Why? Learning in school Training for industry	Writers Narrators Photographers Editors Artists	Schools Industries Educational media companies
Television and Radio Why? New materials	Actresses Actors Musicians Artists Writers	Television stations Radio stations
Movies Why? New locations New techniques	Set designers Cameramen Actresses Film processors Actors Writers Talent scouts	Movie studios Theatrical agencies Schools of performing arts
Legitimate Theatre Why? New faces	Directors Choreographers Actors Actresses Costume designers Carpenters Agents Stage light designers Set designers Artists Electricians	Schools Theatres Music halls Unions Art galleries

HUMANITIES -- Interdependence -- Examples of a Few People and Places

Projected Needs	Careers	Places of Employment
History Why? Understanding present	Researchers Writers Archeologists Teachers Publishers	Government agencies Schools Publishing companies
Languages Why? Communication	Teachers Interpreters Writers	International bank Schools Government agencies Air lines Import businesses Export businesses Towns near borders Travel agencies
Creative writing Why? Relaxation	Researchers Writers Proofreaders Editors Teachers	Magazine publishers Newspapers Book publishers

Job Clusters



MUSIC CAREERS

(Notes from interview of Mr. Thomas Molloy, Assistant Librarian and Musician for the Houston Symphony Orchestra)

By Mary Elizabeth Schell

The Houston Symphony was organized in 1913 by Miss Ima Hogg, well-known Houston Civic leader. The people of Houston have responded to the love of music for many years, and in 1966 Jones Hall was built to house the concert artists.

A variety of musical selections from classical to hard rock are included at Jones Hall. Throughout the year, the *Houston Chronicle* provides special programs at only $1.50 per ticket. Also, all students in the Houston schools are encouraged to go to special programs arranged for their entertainment and appreciation. The cost of these programs for students is only fifty cents.

All musicians belong to the American Federation of Musicians. It is an affiliate of A. F. of L. and C. I. O. This organization is known as the musicians' protective union as it assists musicians in maintaining favorable working conditions. For example, the present basic salary for an entry level performing musician with the Houston Symphony is $215 per week. When the symphony travels, extra fees will be paid to cover the travel expenses.

ART CAREERS

(Notes taken when interviewing Mr. Thomas Lee, Curator, Houston Museum of Fine Arts)

By Mary Elizabeth Schell

The artist will not have a union to promote him or to increase his salary. His own ambition and talent must find its way and according to Mr. Thomas Lee, Assistant Curator at the Houston Museum of Fine Arts, "the cream will rise to the top."

After completing high school, the serious art student should look for a university or college with a strong art department. The well-rounded student will be articulate, creative, and interested in many areas. This can be accomplished best by studying many subjects in a wide variety of fields. Completing a Bachelors Degree is one way to include many fields of interest.

Careers in art may be in the field of history, education, studio work, or as an art dealer. All levels of expression are covered in each of these areas.

To get involved *now* with projects that will prepare a student for an art career, the individual should watch the Sunday paper for a calendar of art events scheduled for the coming week.

An example of new and changing displays is found in the Junior Galleries of the Houston Museum of Fine Arts. This exhibit attempts to include a variety of work that will be understood and appreciated by new viewers, by children, and by those with sopisticated taste in art.

If a student is interested in private lessons at the Museum, he may call the education division of the Museum. Private art teachers are also available in many neighborhoods. The school art teacher may be able to help with leads.

There is no city-wide art club, but there are a number of opportunities for art displays. One opportunity is in October at Market Square. Another example of a city-wide exhibit is sponsored by the *Houston Post.* This art festival is held in the spring each year and is open to all students. Watch the daily newspapers for more information as to when and where art work should be taken for exhibit.

COMMERCIAL ART CAREERS

(Notes from interviewing Miss Ellen Chadick, Academy of Commercial Arts)

By Mary Elizabeth Schell

Commercial art is a well-disciplined art for a purpose. The artist tries to represent a client in the most effective way possible. The ultimate goal of the commercial artist is selling the client and/or product to the public.

To be successful, a commercial artist must be versatile and aware of changes in moods and tempo of the time. He must be able to change as needed in fulfilling the creative, innovative materials required by customers.

The type of work must include a wide area of abilities. Design, lettering, display, illustrations, layout, and production are a few of the needs of a commercial artist. Often he must be a *free lance* artist. This means he does artistic work without being regularly employed.

There is no union for artists; so the salary varies a great deal. At this time a beginning salary for a commercial artist in Houston is between $2.50 to $4.00 per hour. Large companies are able to pay higher salaries. Some commercial artists are paid $50.00 per hour.

The services of commercial artists are used in dealing with all media of communication. This includes television, bill boards, magazines, pamphlets, newspapers, and letter heads.

A student who wants to get involved in art should take as much art as possible in high school. Upon graduation, the student should enter an art academy or a university to continue his studies. A university course requires four years. An art academy requires 18 months of day-time classes that meet six hours a day or 24 months of classes that meet at night.

There are opportunities for commercial artists in the Houston area. The art graduate will need to take a portfolio with him when he applies for a job. A *portfolio* is a case for loose drawings. These drawings should include a cross-section of various techniques, designs, and illustrations. Since there is no set salary for education and experience, the commercial artist must depend on his own drive and ability if he wants to succeed.

THEATRE CAREERS

(Notes taken when interviewing Mr. Bill Pogue, Business Manager of Alley Theatre)

By Mary Elizabeth Schell

The actors' union is known as Actors Equity Association. No formal apprenticeship is necessary. The only requirement for membership is that an applicant must change his name if someone in the union already has that name.

At the Alley Theatre in Houston the actors are not required to be union members. There is, however, an apprenticeship training offered by the Alley. It is a training sought after by many potential actors; so the Alley is very selective in choosing the apprentices. The applicants come from many states and have an excellent background in theatre and university work.

A tour of the Alley Theatre's workshop will surprise the visitors, for it includes special work in the designing and building of sets, lighting effects, costume research, sewing, dry cleaning, wig making, and even a workshop for making props. *Props* are small objects used by actors and actresses on the stage. A *set* is the large background, flats, and furniture. The size and versatility of the shops in the Alley's underground floor are amazing. Huge elevators carry the sets to the stage.

Another union for theatrical workers is the International Alliance of Theatre and Stage Employees. This union organizes employees who take care of the technical tasks and the labor required in building a set, handling lights, props, costumes, and other work behind the scenes. The Alley employees are not involved in this union.

To find employment as an actor or actress at the Alley, one should write the acting director for an audition to be granted. An *audition* is the hearing and judging of a sample performance. A technical worker can seek employment by writing a letter of application to the theatre.

The Alley's theatre school for children is called the Merry-Go-Round. Classes are held once a week for students from the fourth through the twelfth grades. Self-confidence, good diction, poise, and teamwork are basic goals. This school offers small classes for all levels of ability to work together. Professional stage careers are not stressed. Each student has a speaking part in the end-of-semester productions. Merry-Go-Round plays are written for the age group that is performing on the small arena stage. Sometimes the students help write the plays and music. Every shy student performs just as the gifted ones do and all of them develop an appreciation for each other. If a student shows a great deal of talent, directors are aware of their gift, and many times they are offered roles in the Alley's professional productions on the big stage, on television, in community dinner theatres, or in musicals.

If you want to see an excellent presentation *free* on the small arena stage, attend the Merry-Go-Round performances in January and in May. Call the Alley for exact dates and times of various shows.

The resident theatre on the large stage includes outstanding actors and actresses of all ages. There are many entrances to the stage, and the director finds innovative ways to use these entrances.

The Alley became famous by making a success of Broadway plays that had failed. National and international recognition have been given to this theatre which began in an alley twenty-five years ago and now is housed in a magnificient building that permits new and realistic techniques in theatrical productions.

At the theatre's twenty-fifth birthday party, Mrs. Nina Vance, the founding director, made many beautiful birthday wishes as the candles on the cake were blown out. One of her wishes that would be wise in every successful career was a wish for failures—not big ones—just little ones that will remind us we are still human, and we must keep searching for new and better ways to do a job.

SUCCESS STORY OF A CHOREOGRAPHER

- - - Mary E. Schell

All the world was and still is a stage for Mrs. Caroline Franklin. Her stages of love for the theatre started in elementary school, continued through high school, and on into college. There was never a doubt about her career. It would be choreography. A *choreographer* is one who plans and directs the dances in performances. This is a very important role in theatre productions. Often the story's mood, theme, and characters are portrayed through dance. Correct timing and tempo are essential when dance numbers are coordinated to make a believable story; therefore, the art of choreography requires great mental and physical skills.

Caroline has these skills plus a lot of enthusiasm and self-discipline. Her parents and teachers recognized these traits when she was just a little girl. "My elementary principal in Galveston encouraged me to write and produce plays. Every time I completed a play, I took it to his office. He was a great man who was interested in each of us; so he always let me present my plays in the auditorium. That was the kind of backing that made me work hard and do my best in every subject," Caroline said.

The family backed her, too. There was not only encouragement from her parents but also assistance from her younger brother and sister. Each of them caught her contagious enthusiasm for fine arts. "The three of us, with the help of neighbor kids, were always ready to entertain any friends or neighbors who came to visit." Their play days consisted of plays everyday.

After high school graduation, Caroline went to the University of Texas to study English and French. She completed her degree and became a French teacher in Dickinson, a drama teacher at the Alley Theatre, and a graduate theatre history student at the University of Houston. In addition to these jobs, she also found time to take part in community theatre productions.

As time went by, Caroline became well known for her beautiful musicals. She directed *operettas* (short, musical drama) and comic opera (a light opera with catchy music, an amusing plot, and a happy ending). Theatre under the Stars in Hermann Park was the setting for fine musicals that were presented free to the audience. Business leaders were glad to provide the funds needed for professional performances.

While Carolyn was progressing in the theatre world, her brother, Gary Chasom, was also making his own success roles. He became a *free lance director.* This means he was an assistant director for several major film studios. He was also casting director for minor roles on location. Recent movies he has cast in or near Houston are *Brewster McCloud, The Thief Who Came to Dinner,* and *The Last Picture Show.*

Now foundation grants are being given to a new theatre school set up by Caroline. A *foundation* grant is a sum of money that wealthy individuals or organizations give to worthy causes. Caroline's school of Musical Theatre is a worthy cause for young hopefuls who want excellent theatre training. Productions to be given soon (1973) are *Oklahoma, Carnival, Kismet* and *Sound of Music.*

The State Department in Washington, D.C., is very interested in Caroline's work in Houston, Texas, for one of their tasks is finding ways to keep peace and harmony between nations. Caroline's plays may soon be taken to Russia and eastern Europe as part of a Cultural Exchange Plan. The State Department believes her programs may bring understanding between countries and help pave the road to peace. Throughout history, drama and music have been successful means of communicating between individuals and nations.

INVOLVEMENT IN FINE ART OPPORTUNITIES

Teenagers will find roles available in a number of local theatres. Some of these theatres are Studio VII, directed by Mrs. Chris Wilson; Fondren Street Theatre; Miller Theatre; County Playhouse; and Theatre Surburbia. Contact these theatres for a list of performances to be scheduled soon. Read the plays, and you may want to try out for some of the parts.

Dinner theatres are also casting children and teenagers in some of their productions. The Windmill Theatre and the Dean Goss Theatre are examples of local dinner theatres.

The All-City Orchestra is an opportunity for the outstanding teenage musicians to perform in Houston. Since competition is keen, the musicians who are chosen are dedicated, self-disciplined, and talented. The school orchestra or band leader can direct you to the time and place for all-city tryouts.

INTERSCHOLASTIC LEAGUE CONTESTS

Students who are serious and disciplined in training for the arts while in junior high school may enter interscholastic contests in senior high school. These contests are in large and small schools throughout the state. Local winners go to district, then to region, and finally to state in the spring. The students who win many honors in drama, music, debate, and other fields are often given part-time or full-time jobs.

In drama the students who win at state level are invited to attend a high school theatre workshop at the University of Texas in Austin. This workshop introduces students to outstanding guests, directors, actors, and technicians. A professional performance is given by the students at the termination of the two-week workshop. Scholarships for four years of college are then presented to the outstanding students. If your goal is theatre work, interscholastic league contests are one road to get to your destination.

Cheney's Kinetic Art Came to Him in Dream

BY SUSAN L. BUTLER
Fine Arts Staff

Thousands of Houstonians know Al Cheney as that man with the crazy machine — an internal combustion organ, to be exact — at Main Street II.

Several hundred Rice students know Cheney as an assistant professor of art and most of those students are science majors which makes a lot of sense, since Cheney is a kinetic sculptor interested in energy phenomenon as much as artistic form.

"These students want to know about [illegible]," says the young teacher of his science students. "They bring the knowledge of physics and engineering and have an opportunity to use them in art."

He admits he often learns things from his students. "I wish I knew more about electronics."

Kinetic art came to Cheney in a dream. "That's when I do some of my best thinking," he says. "I work and work until I can go no further and then I relax."

He has a pillow in his office Rice and sometimes stretches out on the floor to create.

While in graduate school at San Jose State College in California, Cheney dreamt he was spinning a fluorescent bulb. He tried it and liked the result, and that was the beginning of the creative love affair between the artist and energy.

Cheney says at first he used to be interested in anything that was new, something someone else had not done. "If I found out someone had done the same thing I would go through the ceiling."

Now he's more interested in the form of his sculpture. "I no longer want to shake the art world or advance the perimeters of the field."

Such is the Internal Combustion Organ (ICO), which is a sculpture of chrome exhaust pipes, carburetor, wooden keys, bells and engine block.

Interesting Drawings, one of his "Axons" (a slow moving "pregnant" electric chord) and a solid-casted light bulb. In his studio is an "Accelerator," an elaborate light box which a person can manipulate to make stunning light and form combinations, a holdover from his phenomenon days. Forty thousand combinations, Cheney says.

And at home are green plants wired to small gauges, which don't really measure anything, but do indicate Cheney's interest in the relationship of nature and machines.

"I'm an artist and I just do it," he says with that reluctance many artists have to talking about their art at all.

AL CHENEY WITH HIS "ACCELERATOR" LIGHT BOX
In This Work He's Interested in the Phenomenon Of Light

At first, ICO was going to move across a field or down a street, somewhat like a circus pipe organ on wheels. But it, as well as many of Cheney's works, changed as the artist worked on it.

"I don't like to talk about my works before I've done them," he says while he hunted at his new work. Often Cheney will find something like the stone for his upcoming kinetic sculpture or catch onto an idea and begin to think of what to use to do with the object or idea.

"I'm working on about six different levels. All artists do," he says.

Houston Chronicle
Oct. 31, 1972

AP Wirephoto

3000-YEAR-OLD FIND

A member of a scientific team unearths a 3000-year-old ruins of a temple near Caballo, Peru, in this copyright photo by the National Geographic Society.

Houston Chronicle Oct. 23, 1972

Archeology is an example of humanities.
An archeologist is one who studies and digs for relics that explain ancient history.

How a Musical Comedy Is Born

BY ANN HOLMES
Fine Arts Editor

"Well, I'll admit it, I am not sleeping all that well!"

That was the poet-playwright Jim Bernhard confessing.

His new show "Sir Jack" is now bursting into rehearsal bloom under the artistic direction of Frank Young, who thought up the whole idea in the first place. When the musical based upon the Shakespearean figure of Falstaff cracks open for the public Aug. 24 in Miller Theatre as successor to "South Pacific," it will be Theatre Under the Stars' first original. And for author Jim Bernhard, it will be a stimulating and nerve-frazzling first musical production.

Bernhard, author of several plays which have been presented here at Playwrights Showcase and a former actor in the Houston Shakespeare Society, is also the managing director of Society for the Performing Arts.

It was as long ago as October, 1970, that Young sounded out Bernhard on the idea of an original show.

But what kind of show to do, Bernhard and Young asked one another. Looking back over recent Broadway successes they could see that quite a few had Shakespearean sources, "The Boys From Syracuse," "Two Gentlemen of Verona," and "Kiss Me, Kate."

Twice before, Bernhard had played the role of Falstaff in "Henry IV," Part I and II, with the Rice Players and the Shakespeare Society.

"Why in the world no musical comedy had been based upon one of Shakespeare's most comic figures, I don't know," Bernhard exclaimed. "Falstaff is one of Shakespeare's great crowd-pleasing roles. We decided to go with that idea," the writer said.

Bernhard immersed himself in the Falstaff lore: Re-reading Shakespeare's "The Merry Wives of Windsor" in which he appears, the "Henry IV" parts, the Verdi opera with the Boiti book (based on "Merry Wives") and any other references.

"We pulled principally from "Henry IV," where he was a secondary character, but have made this HIS show," Bernhard said. "True, we have elevated certain characters and have invented a few transitional scenes, but Shakespeare provided the character, the circumstances and the perfect climax."

Like other authors, Bernhard has gone through numerous rewrites. "We're on the fourth draft now," he says and wouldn't be a bit surprised to get the word he needs to rewrite certain small scenes, overnight as rehearsals progress.

Mostly the book and lyrics were written after 8 at night. "We have a regular dinner (his wife Ginger, an assistant professor of history at St. Thomas, and the three children ranging from 3 to 10 years of age), and then I go into the den. I'll admit I sometimes have a great deal of fun with the rhymes and lyrics. I find myself reading certain parts aloud to Ginger. She is a valuable critic. But we don't always agree!"

Frank Young's master touch is respected through the company, Bernhard reports, and he has worked so closely with the book, writing important scenes that "he is, properly, the co-author." Of Battista's music Bernhard smiles: "It's a really charming score. There are some lovely ballads and four or five songs that ought to be popular standards.

"Well," Bernhard sighs, "we'll see. Opening night is 17 restive nights away."

BY JOHN SCARBOROUGH
Fine Arts Staff

To composer Ned Battista, the worst part of writing a musical comedy is not being through yet.

Over breakfast, Battista described the rigors of putting together the score for "Sir Jack."

"For eight or nine months, I worked on it constantly, including getting up at 5:30 every morning. Writing the songs, orche-trating the entire score, copying parts. It turned into an incredible job."

"I'm still putting finishing touches on the score, and I have to write an entr'acte immediately," he lamented.

To make matters worse, he was on his way to the dentist.

Battista was approached by Theatre Under the Stars director Frank Young when librettist Jim Bernhard accepted the challenge of coming up with a book.

"Frank was enthusiastic about doing an original work," Battista recalls. "But everyone he had approached had been too busy — it's hard to believe that with a fantastic opportunity like that he hadn't even got any nibbles."

Though "Sir Jack" is his first "serious" musical, Battista has done extensive writing in the pop music field, and the Houston Symphony — in which he plays second trumpet — premiered his "Music for Orchestra" last March.

"I found this very difficult, though," he admits. "Trying to write light, catchy tunes and still do something musically interesting within that format.

"I find that the first idea I have is usually the best," he says. "We revised a couple of songs, then I ended up going back to pretty much what I'd started with."

Battista describes his score as fairly conventional with a slight jazz flavor in spots, an Elizabethan tinge in others — including pasages for flute and recorder and the repetition of trumpet calls.

"Sir Jack" calls for a 26-piece ensemble put together by Battista under the name Houston Pops Orchestra, an organization he founded and conducts in Miller Theatre.

Did the one-year delay in production affect the final result?

"I think we've made a lot of improvements, mostly minor but for the better," Battista said.

"Most of the heaviness seems gone from the book, and we've tightened up a few of the songs that ran long."

Battista conferred daily with Bernhard on synchronizing lyric with melody. He found trying to reflect the tone of a scene in his music the most challenging task but the laborious drudgery of orchestration the most wearing on the psyche.

But now that it's done, Broadway producers are keeping a watchful eye.

"I'd start another musical tomorrow," he says, brightening a little at the prospect. "But I'd only write the songs and furnish a piano score. No more of that 5:30 in the morning slavery.

"That is just trying to die!"

HCCAA HOLDS ART SHOW

Houston Civic Arts Association, a non-profit organization, will exhibit and sell member's paintings at an art show at Northline Shopping Center September 14-24. Proceeds from sales will be used for HCAA's $250 yearly art scholarship and to furnish art supplies for needy children.

HCAA also tries to promote public interest in the field of fine arts. The association maintains a traveling library show each month in the various Houston Public Library branches. Contributions have been made to Taping for the Blind and other charities.

In addition to benevolent activities and community service, HCAA has a very active education program for member, with monthly workshops and demonstrations by noted artists. To preserve the educational and civic character of the organization, membership for artists and students is limited to 250; professional membership is unlimited.

Do you like to draw? Watch for contests you may enter. You will meet leaders in the art field. They may be able to help you find future opportunities in art.

WANT ADS

OLD MARKET SQUARE
SIDEWALK ART SHOW
and INTERNATIONAL
FOOD FESTIVAL
SUN. OCT. 29
NOON TIL DUSK
Downtown in Old Market Square
ADMISSION FREE
If Raining, Nov. 5

Students
Character actors
pantomimist
and dancers,
quality Cult not experienced
748-4500 ext 385
ASTROWORLD
We make
people happy

SINGING
TALENT
SEARCH
Leading Record Co.
Auditioning Amateurs
Audition Will
Be Recorded
and Is Free.
PHONE
224-7766

The Houston Chronicle
October 26, 1972

FINE ARTS AND HUMANITIES PREDICTIONS

Government and historical writers predict more and more leisure time as the twenty-first century approaches. Most people will use the free time rather than just sit. How this time is used—creatively or destructively—will depend on the opportunities and leadership available. Hopefully the fine arts and humanities will rise to the surface in answer to leisure time activities. Empathy, creativity, and service to others are offered in many outlets of the fine arts and humanities field.

Theatre workshops, band shows in the park, seminars on ethnic subjects, and art contests are steadily increasing in number. Preapring for these avocations may lead to many opportunities in vocations.

STUDY TOURS

JONES HALL CIVIC CENTER
615 Louisiana
Houston, Texas 77002
222-3561

Description: Music center. No tours are scheduled, but free tour will be arranged. The guided tour takes about an hour. To make arrangements, call Mrs. Edna McNutt.

MUSIC ENTERPRISES, INC.
Huey P. Meaux, President, or Beth Thornton, Secretary
9323 Irvington Blvd.
Houston, Texas 77022
691-1323

Description: Record publishing and producing company.
Specifications: Welcome tourists, students, U.S. and foreign groups; no minimum; maximum 10; need one week advance notice; attire may be casual—sportswear; tours narrated; prefer touring 10 a.m. to 4 p.m.
Tour classification: By arrangement only.

THE MUSEUM OF FINE ARTS
1001 Bissonnet
Houston, Texas 77005
526-1361

Description: Wide span of outstanding paintings, sculpture and other media. Many periods and techniques are included. Minimum 15. No charge. Hours: 9:30 to 5:00 on Tuesdays through Saturdays. Make arrangements in advance. Contact Mrs. Marjorie Thompson, Docent.

ALLEY THEATRE
615 Texas
Houston, Texas 77002
228-9341

Description: Renowned resident theatre. Two stages. Adult apprentice program. Merry-Go-Round School for students in grades 4 through 12. Free performance of children's classes in January and May; year-round guided tour of entire building including outstanding technical work rooms at 12:45 Monday through Friday. Price of tour 50 cents for students. $1.00 for adults. Contact Mrs. Karen Friman for tour arrangements. Tour takes about one hour.

FINE ARTS AND HUMANITIES RESOURCES
SPEAKERS

Mrs. Ruth Denny 522-7811
Director of Houston's High School of Performing Arts

The Rev. John A. Bosman 681-6422
Rector, St. Michael's Episcopal Church

Rev. A. L. Paterson, Jr. . . . . .674-6557 or 675-3035
Baptist Minister - Mt. Corinth Baptist Church

Father Jack McGinnis 675-5333
Catholic prist — Resurrection Catholic Church

Mrs. Edna McNutt 222-3561
(Music) Administrative Assistant to Jones Hall Civic Center
Houston, Texas

Mr. Bill Pogue 228-9341
(Drama) Business Manager, Alley Theatre, Houston, Texas

Mrs. Marilyn Nathan (public relations) 526-1361
Mr. Thomas P. Lee (Assistant Curator) 526-1361
(Art) The Museum of Fine Arts
1001 Bissonnet
Houston, Texas 77005

Mrs. Carolyn Franklin . . . . . .523-5856 or 523-8808
Choreographer for the Alley, director of Theatre Under the Stars, actress in many professional plays. Mrs. Franklin offered free scholarships to talented students who need financial assistance for special courses in theatre production.

Mr. Kenneth A. Midlo 771-6223
Director of Religious Education
Congregation Beth Isreal
5600 N. Braeswood
Houston, Texas

Rabbi Roy A. Walter 529-5771
Congregation Emanu El
1500 Sunset Blvd.
Houston, Texas

Father M. Dho 222-6193
St. Josepth Catholic Church (He will serve as speaker. Also students are invited to special Mexican culture services. Call him for details.)

Mr. Eugene C. Marshall 748-2566
Attorney with Phillips. He will speak on humanitiarian subjects for all ability levels.

Write:
P. O. Box 1967
Houston, Texas 77001

Mr. Martin R. Nathan 228-7491
Attorney with H. Dixon, Bennett, Dean, Houston, Texas

FINE ARTS AND THE HUMANITIES—MEDIA

Film Title	*Number*	*Time*
Art for Tomorrow Produced by CBS McGraw-Hill Documentary Show. The 21st Century Shows different techniques and scientific methods used to create contemporary art	L-5418	
Black Dimensions in American Art Fine Arts Productions Released by AIMS Instructional Media Services with guide Shows the works of nearly fifty prominent American Black artists	5356	11 min.
Leo Beurman Centron Films	M-5373	12 min.
Mexican Handicraft and Folk Art Coronet films	5273	11 min.
Richard Hunt-Sculptor Encyclopedia Britannica Corp.	M-5212	14 min.
The Right Hand of the Court (the role of the Court Clerks) Chas. Cahill and Associates	L-5365	26 min.
To Be a Conductor Churchill Films	L-5302	25 min.
The Wall (Humanities) McGraw-Hill)	5413	4 min.
Henry Moore, the Sculptor	L-4875	
The Artist at Work: *Jacques Lipchitz, Master Sculptor* Pictures artist at work	4440	12 min.

The Bill of Rights in Action: Freedom of Religion Story of a woman whose religious beliefs were against the transfusion she needed	M-4537	21 min.
Harold Clurman: Ideas of the Theatre The critic, the playwright, the director and the actors	L-4400	29 min.
Silkscreen The basic principles in silk-screen painting of very expressive ideas	M-4660	15 min.
A Creation: The Artist at Work (A Hungarian glass designer's work)	M-5074	15 min.
Four Artists Paint One Tree Four Disney artist-animators paint the same subject and each contributes to the film	M-4892	16 min.
Rug Tapestry A workshop at an art museum	M-4739	11 min.
Why Man Creates The importance of creative vision	L-4824	20 min.

**Careers in Fine Arts* - *Film strip*
Ordered from:
Educational Dimensions Corporation
Box 4881
Great Neck, New York 11022

*Not available in AV Center of HISD.

FINE ARTS BIBLIOGRAPHY
Printed Materials Professional Library

ART

745.4 — Anderson, Donald M. *Elements of Design.* N. Y.: Rinehart and Winston, 1961.

735.29 — Lynch, John. *How to Make Mobiles.* N. Y.: Studio Publications in Association with Crowell, 1953.

372.5 — Randall, Arne W. *Murals for Schools.* Davis Publications, Inc. Worcester, Mass. 1956.

MUSIC

780.9 — Cotton, Marian. *Music Throughout the World.* C. C. Birchard, Boston, Mass., 1953.

781.15 — Shuter, Rosamund. *The Psychology of Musical Ability.* Methuen, London, 1968.

DRAMA

792 — Byers, Ruth. *Creating Theatre; from Idea through Performance with Children and Teens.* Trinity University Press, San Antonio, Texas, 1968.

372.13 — Cullum, Albert. *Push Back the Desks.* N. Y. Citation Press, 1967.

HUMANITIES

Comparative Education Review *February, 1972. Capital City Press, Inc., Montpelier, Vermont.*

Bibliography

E=Excellent
G=Good

By Mrs. Mary Belt — Fondren Jr. High School

Evaluation	*Pamphlets*	*Source*
E	"Your Future as a Designer"	Ford Educational Affairs Dept. Dearborn, Michigan
E	"T.V. Cameraman"	Texas View
G	"Singers Fact Sheet"	Am. Guild of Musical Attists 1841 Broadway New York, New York 10023
G	"Dancers Fact Sheet"	(same as above)
E	"Jobs in the Performing Arts"	SRA Job Family Series Booklet
E	"Jobs in Art"	(same as above)
E	"Career Briefs"	Desk-top Career Kit

Books Available in the Library

Careers and Opportunities in Commercial Art	J. Biegelsisen Dutton, 1963
Careers in Music	John Owen Ward Walck, New York, 1968
Aim for a Job in Art and Graphic Design	Neil S. Fujita R. Rosen, 1968
Dance	W. Terry Crowell-Collier, 1971

CAREER INFORMATION FOR YOUR FIELDS OF INTEREST

Get recent books and magazines from public or school library.
Go to see the State Employment Offices.
Visit places of work.
Know your Social Security Number and Laws of U. S. Department of Labor.
Practice writing letters of application. Keep your resume up to date.
Do volunteer work.
Keep up with changes in the working world.
Attend classes in careers and related subjects.
Interview friends, relatives, neighbors, civic, and business leaders.
Check newspapers and magazines.
See films on careers.
Make your own visual aids.
Join clubs. Find hobbies and crafts that tie in with your interests.
Send for government bulletins and information from schools and business leaders.

SECTION O

CONSUMER and HOMEMAKING-RELATED CAREERS

CLASSROOM PRESENTATION
OF
CONCEPTS AND PROCEDURES
OF
CONSUMER AND HOMEMAKING CAREERS

I. Behavioral Objectives

A. Eighty percent of students will list various duties involved in cleaning house, cooking, yard work, child care, or other homemaking jobs.

B. Sixty percent of students will demonstrate the teamwork and time needed for satisfactory completion of homemaking and consumer careers.

C. Twenty percent of the students will analyze and predict new opportunities for consumer experts.

D. Sixty percent of students will apply consumer career training to their own plans for making purchases.

II. Instructional Procedures

A. Activities and discussions will include homemaking and consumer responsibilities of both boys and girls.

B. Background materials for the career corner and bulletin boards will be collected and displayed before this unit is introduced.

C. Speakers, study tours, and films will be secured in advance.

D. An exchange of classes between career orientation and homemaking might be planned well in advance. Boys as well as girls should be included in menial as well as decision making roles for the homemaker and consumer.

Suggested Activities

Each student will complete at least two of the following activities. The asterisks denote activities for the gifted students.

1. Interview someone in a homemaking career; for example, teacher, 4H leader, utility demonstrator. Tape or write your conversation. Be sure to include questions from "Guide Lines for Discussions in All Career Fields" as found on p. 17 of the Evaluation.

2. Repair a broken toy for a day care center. Demonstrate steps taken in repairing the toy. For extra credit, ask a repair department what cost would be involved if you had the toy repaired by someone else. Subtract the price of materials you used and tell the class how much money you saved by doing the repairs yourself.

* 3. Write a three-page research report on careers which resulted from "Nadar's Raiders."

4. Make a useful or decorative object for the house by using inexpensive materials. Show the object to the class and tell the approximate amount of money you saved by doing it yourself rather than by buying it ready made.

5. Invite a guest speaker to class for this unit. Be sure to check with your teacher before setting a firm date.

6. Write a thank-you letter to the guest speaker.

7. Prepare a poster on careers in homemaking.

8. Prepare a poster on consumer careers.

9. Summarize a film which you have seen in this unit.

10. Volunteer as a helper in a day care center. Tell the class about your plans. Follow through on your agreement.

11. Become a consumer expert for your family by comparing the same or similar items of equal quality at three stores.

12. Pretend that you are a home expert demonstrating the preparation of a tasty food. Share the food with the class.

13. Make a bedside table for your room from a wooden crate obtained from your grocer. Be creative. If possible, show it to the class.

14. Volunteer to do yardwork for your family or a neighbor who needs help. Keep a record of the work you do and the time you spend. List the skills needed to do an excellent job. If you plan your time wisely and do thorough, neat work, you may be able to organize a lawn service for neighboring homemakers.

15. Visit a small claim's court after you have read "Careers That Protect Consumers" (in appendix). Report orally on the consumer protectors whom you observed in court. Give the duties of each person who worked on the case. Tell the dependence of each career on all other cases involved in the courtroom.

16. Read the story about Marvin Zindler (in appendix). Write your own story about another successful career in the consumer field.

17. Read the story of a successful homemaking career that started with D. E. training (in appendix). Interview a D. E. student who hopes to go into a career of homemaking or consumer. Share your interview with the class.

18. Read the story of a nutrition expert (in appendix). Call the number in the clipping and ask about qualifications, duties, and salary range of nutrition experts.

19. Your teacher has an article on cooperative buying (in the appendix). After she has read it to you, ask your parents about a visit to the Farmers' Market. Now pretend that you are a writer for homemaking tips. Make your readers aware of the advantages of co-op buying. Give suggestions for organizing neighborhood groups.

20. Make your own instant slides of duties in Homemaking and/or Consumer Careers. (Directions are in the appendix.)

21. Keep a diary of various duties and length of time required each week for one or more of the following: house cleaning; yard work; shopping; washing, ironing, and mending; cooking, serving, and dishwashing.

    For extra credit, check specific wages you would pay to have the homemaking and consumer work done for you. You can get this information from Texas Employment Commission or domestic personnel agencies.

23. Pretend you are a nutrition expert and give the class a list of substitutes for meat. Also include the other foods needed daily for a healthful diet.

*24. Visit a consumer expert who teaches college level economics or business administration. Ask for facts needed to teach the class about credit problems. Explain to the class the dangers of revolving charge accounts and other credit plans. Use current figures from a credit application form.

*25. Pretend to be a consumer guidance counselor who is advising a young couple about insurance which they will need for their car, home, and furniture. Give them facts on no-fault insurance, annuities, and income protection plans.

*26. Visit a homemaking teacher who can advise you on how to judge between treasures and junk. Now attend an auction sale (check the newspaper want ads for times and places). From your first hand experience and the knowledge shared by the homemaking teacher, assume the role of a consumer expert. You have been instructed to guide a buyer when he bids at auction sales.

*27. Be a family guidance instructor. You have been assigned to help families have good, nutritious meals on low incomes. Explain and/or demonstrate shopping, food preparation, and serving.

*28. Assume the role of a dietition in a hospital. Tell your staff what foods must be prepared for (1) general diets, (2) diabetics, (3) overweight patients, (4) underweight patients. Get help from your school nurse.

29. Take part in a cooking contest. Your teacher can tell you about one listed in the appendix.

30. Write for consumer guidance materials. Your teacher has addresses in the appendix.

III. Performance Goals

A. Comparisons of prices and qualities

B. Discussion of agencies that investigate workmanship and prices

C. Budgeting time and money

IV. Evaluation

A. Oral and written discussions

B. Completion of assigned student activities

C. Summation of work on the wheel

Flexible Lesson Plan

First Day – Introduction

1. Use slide, tape, or film. Titles are in appendix.
2. Show a transparency of "Interdependence–A Few People and Places" (first page of appendix).
3. Hand out "Suggested Activities"; give explanations.

Second Day

1. Ask homemaking teacher to trade classes with you for this day. Show homemaking teacher your objectives, activities, and evaluation. Be prepared to use your talents to fit the needs and objectives of her class.
2. Use appendix for lists of speakers and study tours. Be sure to finalize plans at least two weeks ahead of time.

Third Day

Discuss recent newspaper and magazine articles dealing with homemaking and the consumer.

Fourth Day

Student presentation of assignments

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*Obviously, there is no way in which all of this material can be covered in a day. Hopefully, these subjects will be introduced in such a way that a lasting interest will extend into all units and all future plans. Bear down on these subjects again in self-analysis.

The psychological pattern of many junior high school students lends itself to an emphasis on responsibilities in this field. Many students at this age are in love with love and are seriously considering marriage which means they will enter full-time homemaking and consumer careers. The money discussions and responsibilities in this career field may be a rude awakening to a world of reality. The time is right for this information to be presented in an open discussion. Let the facts speak for themselves.

APPENDIX

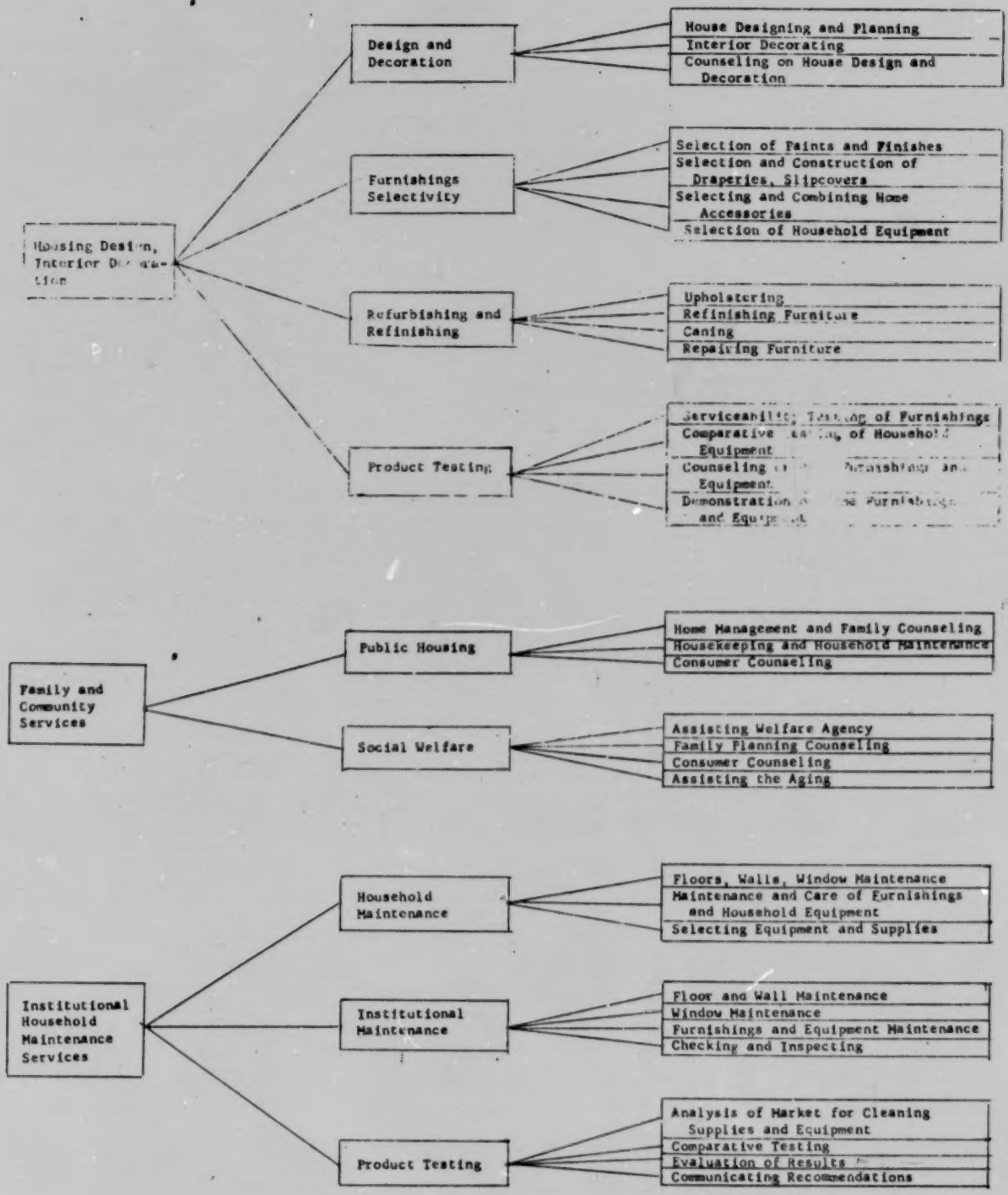
1. Interdependence Chart
2. H.E.W. Chart
3. Stories, Data, Activities*
4. Want Ads
5. Predictions
6. Resources
   a. Study tours
   b. Speakers
   c. Media
   d. Printed Materials
7. Summation Wheel

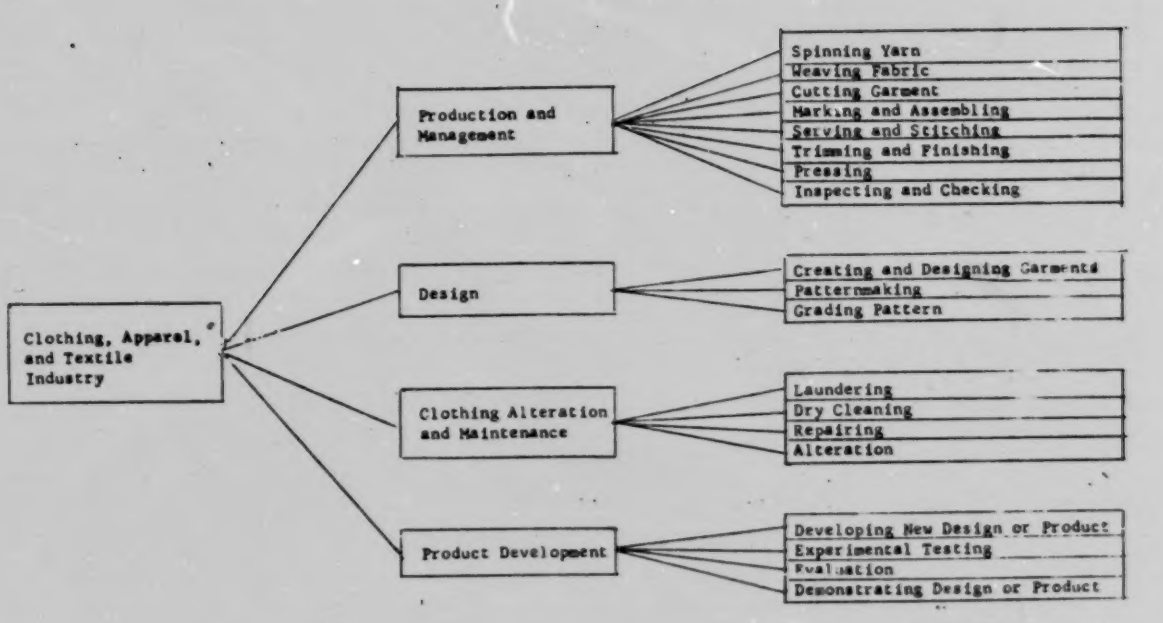
*This may vary with specific subjects in the different careers

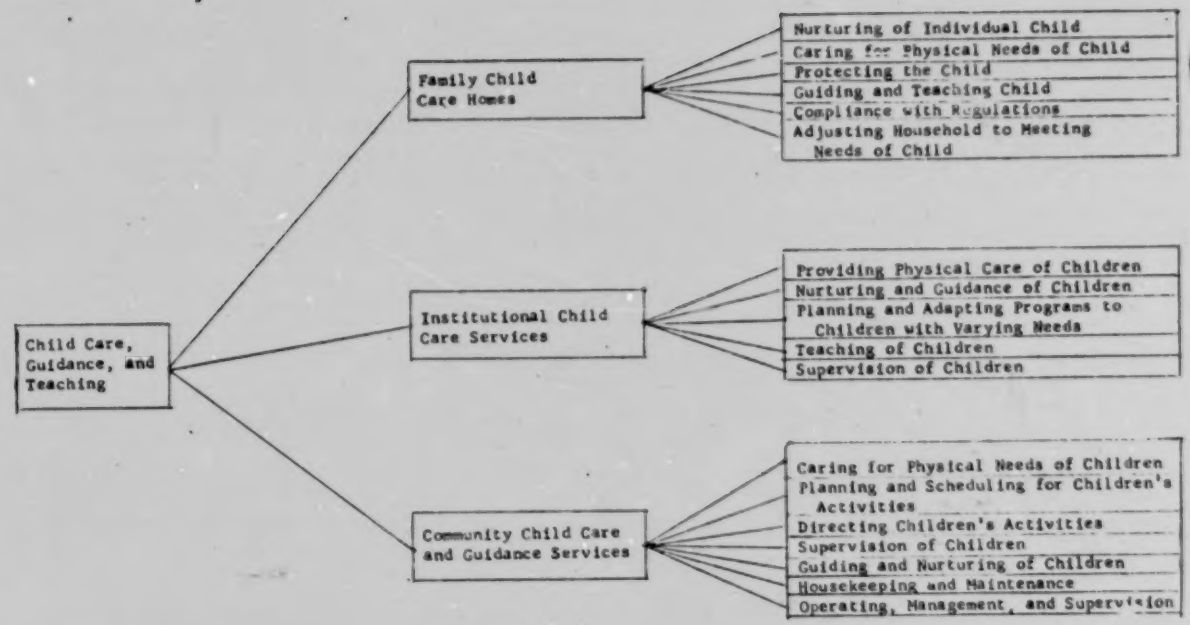
CONSUMER AND HOMEMAKING — Interdependence — Examples of a Few People and Places

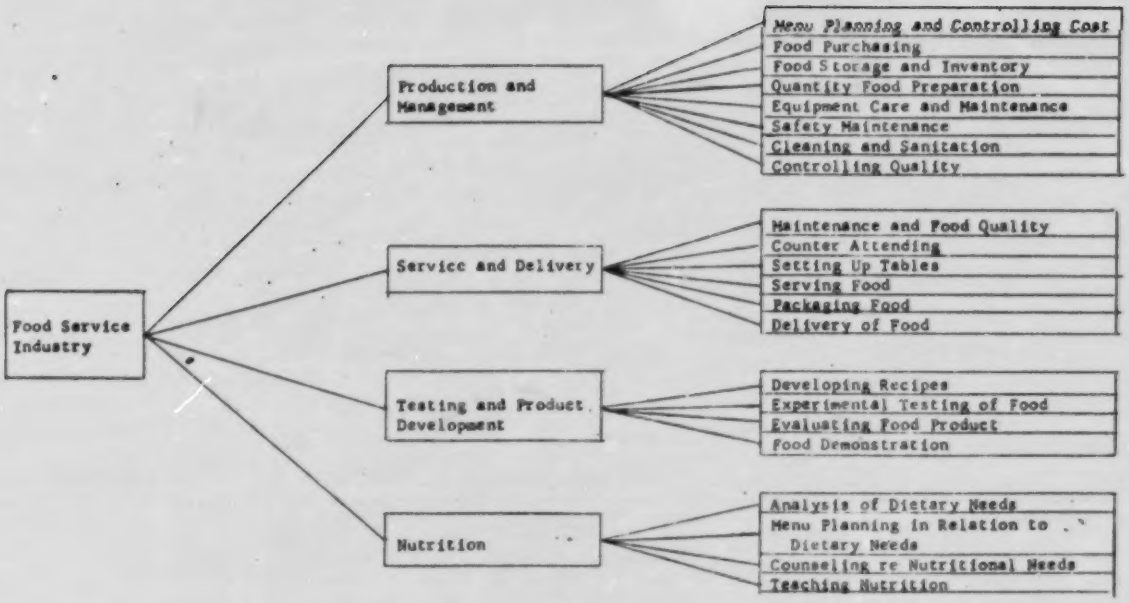
Projected Needs	Careers	Place of Employment
Choices in buying Why? Understanding budget Lures of credit Examining quality Comprehending quantity Small claims court	Quality control engineers Consumer inspectors Consumer reporters Credit analysts Credit investigators Lawyers	Public schools Universities Community offices Federal offices State offices County offices Law offices Court house
Family Management Why? Traveling husbands Working wives Real time and money savers	Clothing instructors Housekeeping instructors Child guidance directors Nutrition teachers Menu planning reporters Food demonstrators Guidance counsellors Nursery school workers Kindergarten teachers Childrens day care attendants Health clinic nurses Maintenance workmen	High schools Department stores Utility companies Food distributors Nursery schools Health clinics Private kindergartens Carpenter shops Painters organizations Baby sitters agencies Want ads (yard men) Counseling agencies

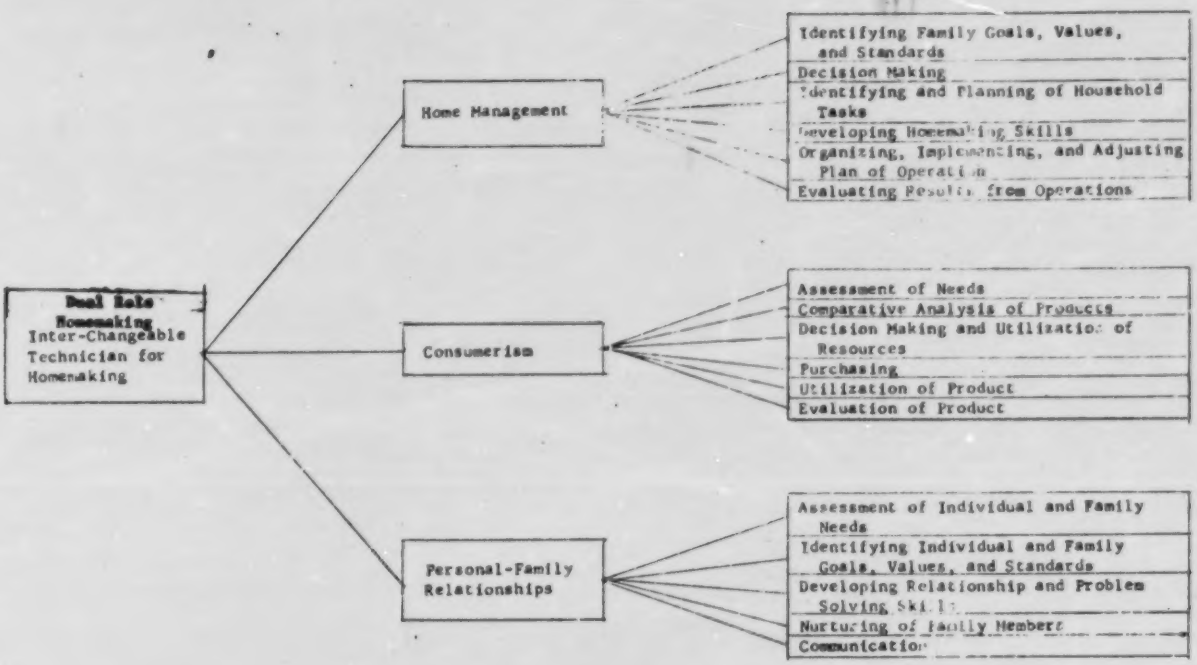
Job Clusters




Clothing, Apparel, and Textile Industry
Production and Management
Spinning Yarn
Weaving Fabric
Cutting Garment
Marking and Assembling
Serving and Stitching
Trimming and Finishing
Pressing
Inspecting and Checking
Design
Creating and Designing Garments
Patternmaking
Grading Pattern
Clothing Alteration and Maintenance
Laundering
Dry Cleaning
Repairing
Alteration
Product Development
Developing New Design or Product
Experimental Testing
Evaluation
Demonstrating Design or Product


Child Care, Guidance, and Teaching
Family Child Care Homes
Nurturing of Individual Child
Caring for Physical Needs of Child
Protecting the Child
Guiding and Teaching Child
Compliance with Regulations
Adjusting Household to Meeting Needs of Child
Institutional Child Care Services
Providing Physical Care of Children
Nurturing and Guidance of Children
Planning and Adapting Programs to Children with Varying Needs
Teaching of Children
Supervision of Children
Community Child Care and Guidance Services
Caring for Physical Needs of Children
Planning and Scheduling for Children's Activities
Directing Children's Activities
Supervision of Children
Guiding and Nurturing of Children
Housekeeping and Maintenance
Operating, Management, and Supervision


Food Service Industry
Production and Management
Menu Planning and Controlling Cost
Food Purchasing
Food Storage and Inventory
Quantity Food Preparation
Equipment Care and Maintenance
Safety Maintenance
Cleaning and Sanitation
Controlling Quality
Service and Delivery
Maintenance and Food Quality
Counter Attending
Setting Up Tables
Serving Food
Packaging Food
Delivery of Food
Testing and Product Development
Developing Recipes
Experimental Testing of Food
Evaluating Food Product
Food Demonstration
Nutrition
Analysis of Dietary Needs
Menu Planning in Relation to Dietary Needs
Counseling re Nutritional Needs
Teaching Nutrition


Dual Role Homemaking
Inter-Changeable Technician for Homemaking
Home Management
Identifying Family Goals, Values, and Standards
Decision Making
Identifying and Planning of Household Tasks
Developing Homemaking Skills
Organizing, Implementing, and Adjusting Plan of Operation
Evaluating Results from Operations
Consumerism
Assessment of Needs
Comparative Analysis of Products
Decision Making and Utilization of Resources
Purchasing
Utilization of Product
Evaluation of Product
Personal-Family Relationships
Assessment of Individual and Family Needs
Identifying Individual and Family Goals, Values, and Standards
Developing Relationship and Problem Solving Skills
Nurturing of Family Members
Communication

4 Cosmetic Firms To Tell Ingredients

Washington (AP)—President Nixon's advisor on consumer affairs reports a breakthrough in attempts to have the cosmetic industry label the ingredients in its products.

Virginia Knauer, head of the Office of Consumer Affairs, announced Thursday that four cosmetic manufacturers have agreed to label at least some products, and one, Colgate-Palmolive, will label all products.

The other three are Mennen, Revlon and Warner-Lambert. Mrs. Knauer said their action "breaks the barrier" of the tradition of secrecy in the cosmetic industry.

Mrs. Knauer has urged the country's cosmetic firms to list ingredients to help prevent illness for persons who have unfavorable reactions to certain ingredients. There are 60,000 cosmetic reaction cases each year, according to the government.

Mrs. Knauer said three firms reported they will provide ingredients to customers on request. They are Elizabeth Arden, Helene Curtis and Lavin Charles of the Ritz. Avon, the largest cosmetic producer, previously had said it would do this.

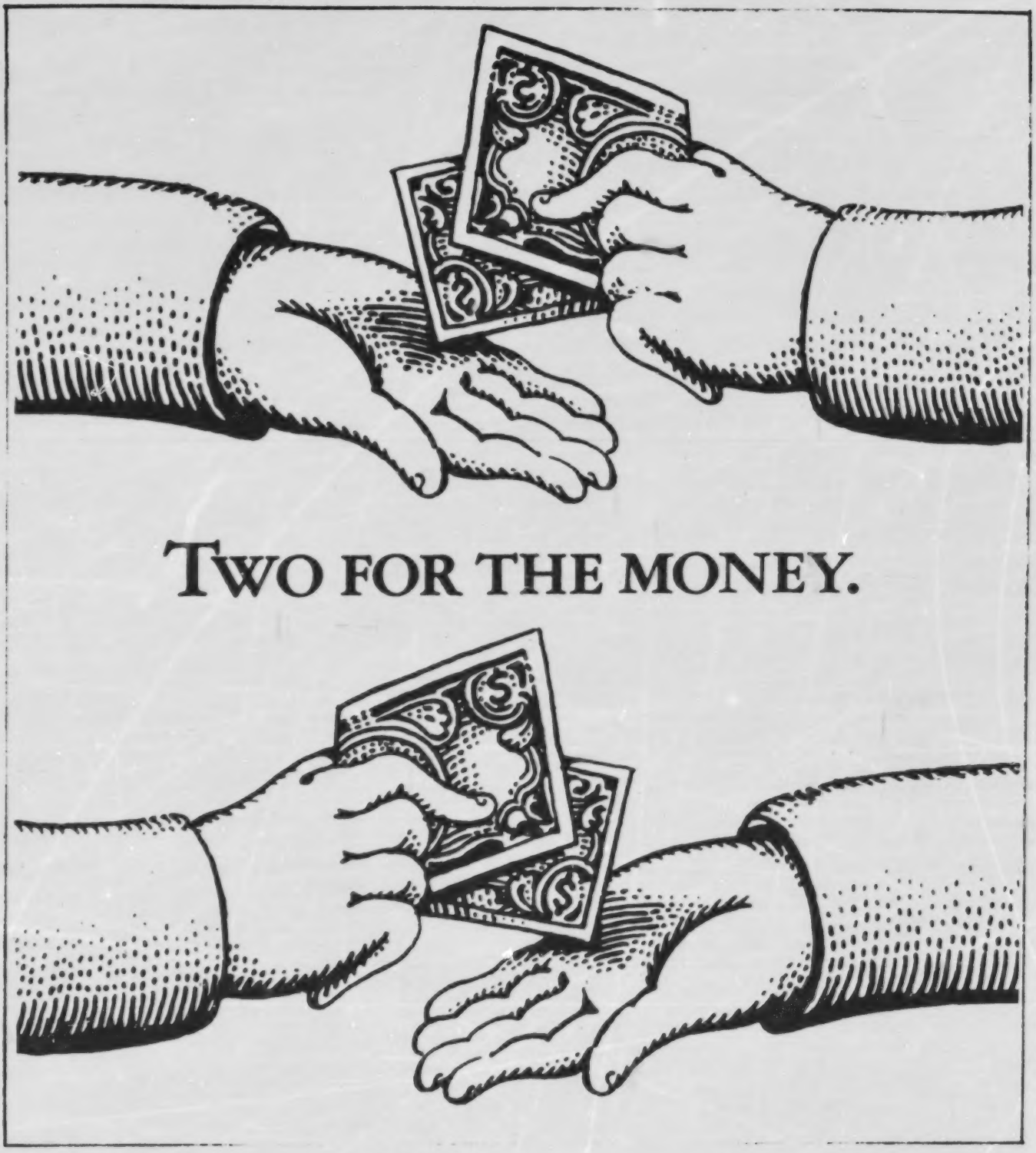
Can you name products whose ingredients have recently been changed because of orders from the government?

Bake-Off For Kids Planned

Houston youngsters will bake their way to numerous prizes Monday and Tuesday in a cooking contest sponsored by the Intercultural Exchange Program of the Mayor's Office. Boys and girls 10 through 14 will be eligible to compete in the contest which is designed to promote intercultural exchange through the sharing of recipes. Desserts, including pies, cakes, cookies and candies, will be the order of the day and each contestant will have 45 minutes to prepare his entry, which can either be an old family recipe, an original one or one taken from a published cookbook. The Bake-off will be held at the PULL (Professional United Leadership League) Center, 1711 McGowan, from 9 a.m. to noon each day. Prizes will include a Tappan range (top prize), bicycles, a one-man boat, typewriters, record players and gift certificates. Also on exhibit during the Bake-Off will be foods from various countries, donated by Houston merchants.

Your class can plan a contest, too.

The Houston Chronicle—August 13, 1972



TWO FOR THE MONEY.

Can you write a consumer story after seeing this picture?

CAREERS THAT PROTECT THE CONSUMERS

By Mary Elizabeth Schell

(Information obtained from interviewing Mr. John Freeman, Chief Clerk in Judge Hugo Touchy's Small Claims Court)

This information will be useful in reading in social studies. Be sure to introduce the following vocabulary before reading the story.

VOCABULARY

(These definitions were chosen because they apply to usage in this article.)

Plaintiff	complainant in a lawsuit
Precinct	a division of a city or county for election purposes
Defendant	one who is sued or accused
Citation	a summons commanding a person to appear at a court of justice
Default	absence or failure to perform
Judgment	the act of deciding or passing sentence
Garnishment	a proceeding to attach property of the defendant held by a third party (such property may be applied to the claim of the plaintiff)
Lien	a legal claim upon property until a debt is paid
Abstract	a summary which shortens yet retains the essential features of a larger work
Unit of Execution	a written order issued under seal in the name of a court or judicial officer
Petition	a formal request for a correction of a wrong

The Five Dollar Fee

Five dollars are paid and the wheels of justice begin to roll. The consumer's problems are moving toward a solution in the Small Claims Court.

Careers in and relating to the Small Claims Court are set up for the protection of the public; therefore the salaries are paid from taxes. The small fee ($5.00) does not begin to pay for the workers in this field of service.

The team of workers in the Small Claims Court consists of:

Workers	duties
Clerk	prepares the petition and citation
Justice of Peace	swears in the plaintiff and hears the case

Constable, Deputy, or Sheriff	serves the papers
Supporting clerical help	assists each department

Work of the above men and women should be of interest to everyone who is studying careers and planning to be wise consumers. Knowledge of the duties and the procedure followed in the Small Claims Court will give every consumer an effective way to speak out against poor products and bad service.

Procedure of Work at the Small Claims Court

A plaintiff must come to the court house to file his own civil suit. The maximum amount of debt or damage he can claim in this court is $150. The plaintiff must supply the clerk with the name, correct address, and amount of the claim. This complaint must be filed in the precinct where the defendant's home or business is established. If there is any doubt as to where the plaintiff should go with his problem, he should call the Justice of Peace at the County Court House (228-8311, ext. 181). Someone at that number can direct him to the court in the defendant's area.

After the complaint is filed, the constable, a deputy, or sometimes the sheriff will serve the defendant with citation papers. This means that the accused person or company will be told why the charges are being made, who is making them, and how much money or property is involved.

If the defendant wishes to contest the charges, he has two weeks to do so. He can do this by phone, by letter, or through an attorney.

Two weeks after the complaint was filed, the plaintiff is asked to check back with the clerk who handled the papers. If the clerk verifies that papers were served, the plaintiff is given a date on which the waiting period will expire for the defendant's answer.

A definite court date will be set at that time if the defendant answered. The case will be tried by the Justice of Peace.

If there is no answer, the plaintiff can get a default judgment for the amount that he sued for plus the amount of the court charges. Ten days after the judgment, the plaintiff may choose to pay an additional seventy-five cents to record the judgment. This record is called an abstract. It puts a lien against the defendant's real estate, and it also puts a black mark on his credit rating.

Twenty days after judgment, a writ of execution can be obtained from the Justice of Peace. This means the Justice directs a sheriff to locate and seize the property belonging to the defendant. When the sheriff takes the property, a constable then holds a sale on the materials or equipment that was seized.

Later a garnishment may be taken out against the bank account of the defendant. This last step involves the work of a lawyer, as this step is a separate suit to satisfy the claim. If garnishment is taken, the small five dollar fee is increased to a much larger charge for the plaintiff.

Follow up activity:

After reading the above procedures for consumers who want legal action, write or draw the workers performing their duties. Be sure to put the action in the proper sequence.

A CONSUMER INVESTIGATOR

By Mary Elizabeth Schell

(Information obtained from interviewing Miss Linda Brown, assistant to Mr. Marvin Zindler, Consumer Affairs Investigator for Channel 13)

This style of writing might be used as a sample of notes that will be used to introduce a speaker.

Biographical Notes

Mr. Marvin Zindler

Young man-affiliated with his own clothing store; special interest in credit establishment and problems involved

1950—reporter and cameraman for Channel 2

1952—joined *Houston Press* staff as a crime reporter and a photographer

1962—joined Sheriff's Department and was assigned to fugitive squad; his job was to extradite fugitives to Houston

1967—honored as the outstanding officer of the year; brought 1200 fugitives to Houston in one year

1971—assigned to the District Attorney's office to direct the Consumer Fraud Division

1972—handled over 13,000 written complaints by consumers; the complaints were followed with 1,300 criminal charges; each day there were 500 to 550 consumer calls

January 1, 1973—joined Channel 13 staff as investigator for consumer affairs; present duties include:

- Investiating consumer problems
- Exposing findings through mass media
- Relating information to justice agencies which can take legal action

Follow-up activities:

1. Write a biography of a consumer investigator.
2. List important facts to be considered in planning for a career as a consumer investigator.
3. Summarize recent (spring, 1973, or later) work of Mr. Zindler or other leaders in consumer careers.

MRS. ADAMS' ANSWERS

By Mary Elizabeth Schell

(Information obtained from interviewing Mrs. Kay Adams, Home Service Adviser at Houston Natural Gas Company)

The following material might be used to reinforce these areas: interrogative sentences; the five W's and How of journalism; notetaking; outlining.

Where can I get clever party ideas? When can home demonstrations be brought to my class? Why does meat burn on the outside and stay raw in the middle? What new kinds of equipment are available for my home? Who can act as a consumer spokesman to the manufacturers? How can I get a spot out of my rug?

These and many more questions can be answered by a charming lady at Houston Natural Gas Company. She is Mrs. Kay Adams, one of several excellent Home Service Advisers. Since more and more consumer needs are being met by the gas company's Home Service Advisers, the administrators are revamping the duties of their employees. Soon the word *consumer* will probably be part of the new name for the Home Service Department.

Notes taken when interviewing Mrs. Adams were rearranged for an outline. The following sample of career facts is a pattern you might use for outlines that follow interviews.

Consumer and Homemaking Career Facts (1973)
for a
Home Service Advisor

I. Qualifications
  A. Education
    1. College degree—major in homemaking field
    2. Other helpful subjects
      a. Typing
      b. Photography
      c. Journalism
      d. Speech
      e. Defensive driving
      f. Research techniques
      g. Material content and care

  B. Physical characteristics
    1. Good health
    2. Attractive
    3. Good grooming
    4. Average weight for height

  c. Mental characteristics
    1. Alert
    2. Calm
    3. Creative

D. Personality
   1. Good listener
   2. Good speaker
   3. Extrovert

II. Duties
   A. Researching
      1. Equipment
      2. Supplies
      3. Recipes
      4. Parties

   B. Writing
      1. Monthly company newspaper
      2. TV programs
      3. Tips enclosed with bills
      4. Club activities
      5. School Programs

   C. Speaking
      1. Schools
      2. Manufacturers
      3. Clubs
      4. Homes

III. Salary

   A. Monthly check – entry level about $450

   B. Fringe benefits
      1. Company car
      2. Discount on gas appliances
      3. No interest on installment buying of gas appliances
      4. Two weeks' vacation
      5. Partial company payment of health and life insurances
      6. Occasional entertainment from manufacturers

THIS YEAR'S PROGRAMS

Houston Natural Gas Home Service Department will be happy to present an entertaining program to your club group. And there is no charge for these informative programs.

INTERNATIONAL REVIEW

The world is your oyster . . . or curry . . . or antipasto! The wonderful world of food and drink, full of international excitement and adventure, is as close as your kitchen. Based on the abundance of food ideas from Time and Life's "Foods of the World" books, a 30-minute program is available on each of the following foreign cuisines:

The Cooking of Italy . . . become aware of the subtleties and varieties of Italian cooking. An antipasto tray can be assembled with scarcely any fuss. The recipes are easy and relatively inexpensive. In other words it has everything.

The Provincial and Classical French Cooking . . . Vive la différence! From the provinces of France with their abundance of rich cream and butter, seafoods and a bounty of fresh vegetables comes a cuisine that inspires the world in l'art gourmandise.

The Cooking of the Viennese Empire . . . a glimpse into the empire of a century ago featuring delicate pastries, romantic coffee houses and the varieties of cooking in the old Austro-Hungarian Empire.

THE SPICE SHELF

Use your imagination! The range of mood and flavor in herbs and spices is enormous . . . and to become familiar with them is but a simple . . . and fascinating . . . matter of experimentation.

CHRISTMAS CUISINE

Festive foods and party ideas for a gala holiday season.

CENTSABILITY

Ways and means for the thrifty shopper. Utilizing economical and other buying tips for stretching your food dollar.

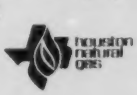
MINUTE-MINDED MEALS

Rapid and ravishing menus planned and prepared with minutes in mind. "Packaged Product" creativity for women who have everything but time on their hands.

FOOD BECOMES YOU

To overcome the monotony that often makes dieting difficult, this program provides appetizing recipes, helpful hints for good nutrition.

For complete information about Home Service's club programs, or to make reservations for your group, just call 225-7622 in Houston or your nearest district office number. Make your reservations early to get the exact date and time that fits into your club's program. We'll be looking forward to your call.



NEW CONSUMER PROTECTOR CAREERS

This story might be used for social studies as well as reading for comprehension and/or inference.

After reading this article: (1) list all consumer protector careers that are mentioned here, describing the work of each career listed; (2) name future careers in consumer protection that might be needed as a result of the groundwork laid by Ralph Nader; (3)*read *Unsafe at Any Speed* or other books by Nader and summarize the book, listing careers needed to carry out the particular work.

*extra credit

The Houston Chronicle
March 18, 1973

Motown Blues

• • • a Sad Song for Some Motorists

The U.S. auto industry touches the daily life of the public more than any other single product or service. Before Ralph Nader came along in 1965, the industry was above criticism . . . then came consumerism and federal regulations. The results have meant a new way of life for car manufacturers.

BY LEONARD ARONSON

FIFTEEN minutes and five phone calls after I appeared at the Chrysler plant in Detroit, the security guard looked up at me and, in exasperation, said:

"If you only had a car, it would be a lot easier. We hardly ever get anyone on foot."

Should I go back on the street and try to get a cab to take me through the main gate? I asked.

"It might be simpler," he said, smiling, not missing the irony of it all.

It was a minor incident, this attempt to get a pass to enter the Chrysler complex through a minor gate for interviews set up weeks earlier, but in some way it seemed to capture the essence of Motown.

I had come to Detroit for a wide-ranging series of interviews with auto industry officials, to ask them how they were responding to consumer and government demands for better, cleaner, cheaper, safer cars.

Even before meeting any officials, however, I received some strong impressions of the city:

Motown, an urban center of 4.2 million people, criss-crossed with highways named after motor industry moguls, but virtually no public transportation.

Motown, where a traffic policeman asked, "Would you mind waiting for the yellow?" as he stopped me in the center of a windy intersection, saving the green light for turning cars.

Motown, where a TV commentator, in-between news items, inserted a factual advertisement for Ford into his broadcast so smoothly that if you blinked you might not have realized it was paid for.

Superficial vignettes, perhaps, but in Motown, the heart of mobile America, a city where almost everybody who is working works for the industry, where production and consumption are two sides of the same coin, they had meaning.

For they pointed out both the promise and problems generated by the automobile. A perfect place to observe the current state of the marriage between man and this machine.

Some critics claim America's marriage to the horseless carriage is on the rocks, clattering toward divorce court. Citing the usual grounds — infidelity, abandonment, physical and mental cruelty — they say the love affair with the "unresponsive" industry began to sour some 10 years ago.

Given the fact that 97 percent of all travel in large urban areas is done by auto (U.S. Department of Transportation statistics), this dire prediction appears unfounded.

Nonetheless, the auto industry has undergone some major changes in the last decade, as illustrated partially by the recall of more than 30 million American cars since September, 1966.

The changes have been sparked by federal regulation and another new specter in the American marketplace, consumerism.

Though it is impossible to pinpoint the exact birthdate of consumerism, a child of the militant '60s, some trace it back to March 15, 1962, and President Kennedy's now almost-forgotten consumer message to Congress.

On that date, Kennedy proposed a four-point Bill of Consumer Rights, including the consumers' general rights to safety, to be informed, to choose, and to be heard.

In 1965, the general became specific as the consumer movement focused on the automobile. Christened by Ralph Nader, it was spiritually launched into the public consciousness with the publication of Nader's landmark expose, "Unsafe at Any Speed."

Subtitling his book, "The Designed-In Dangers of the American Automobile," Nader charged that the 50,000 to 60,000 auto fatalities on America's roads each year were not accidents, but the direct effects of the auto industry's systematic emphasis on corporate profits over public safety.

Setting aside momentarily questions as to the validity of this charge, a charge the industry itself vigorously denies, it is clear Nader's book wrought profound changes in public consciousness and attitudes toward the car.

For the first time, large numbers of people became aware the automobile — whose obvious benefits of freedom and mobility had established it as the primary, and in some areas he only, mode of transportation in the country — also carried certain penalties.

Some of these penalties, such as the auto's negative impact on the quality of our air, were easily perceived. Others, however, were less apparent.

A turning point in the public's relationship to the automobile came one year after Nader's book hit the stands, with the passage of the National Traffic and Motor Vehicle Safety Act of 1966.

This act, plus the creation in the same year of the Department of Transportation as a Cabinet-level organization, marked the first serious attempt by the government to regulate the auto industry.

Responding to a question about the impact of these new forces on the industry, Sidney L. Terry, vice-president of environmental and safety relations for Chrysler Corp., made an interesting point:

"I think you have to make a distinction between consumerism and government regulation. It's incorrect to lump them together."

Terry pointed out that the individual goals of a buyer and the collective goals of society are not identical. Often, in fact, they conflict.

For example, a consumer interested in economy may not want to pay for emission controls, and the reduced mileage they bring, even though he may agree with the social objective of cleaner air.

"The reasons we need regulations are because we can't convince the consumer to pay more for features on the car which have been designed to protect society," Terry said.

This is only partially true. Obviously, federal regulation did not come about simply because of the selfishness of the consumer.

In large part, it was a response to the industry's resistance to change.

Nonetheless, there is some truth in the oft-heard argument that the highly competitive auto industry ultimately responds to consumer demands in the market place and consumers must therefore share some responsibility for the product.

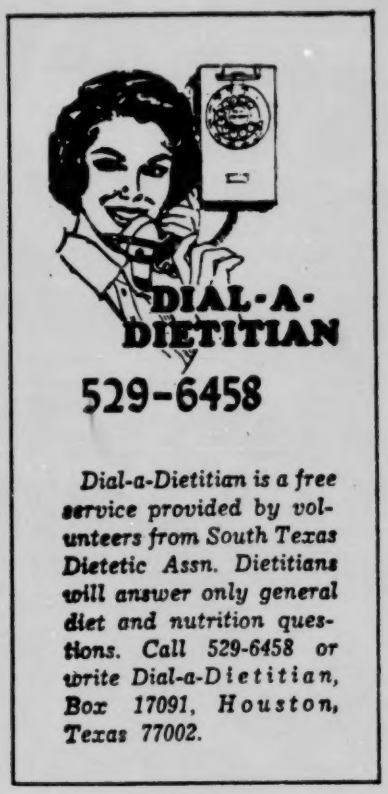
Placing the blame wholly on the consumer, however, with a cavalier "caveat emptor" flick of the head is like attempting to solve the problems of crime in the streets by locking up the victims.

"One cannot be in my position long without realizing that, regardless of how biased or selfish or stupid the consumer is, there is a hard core of abuse going on out there one simply can't ignore."

The speaker is Gilbert Watson, director of the consumer complaints division of the National Highway Traffic Safety Administration, which receives 500 to 1000 auto-related complaints monthly.

Many of the complaints relate to the difficulties of getting a car serviced once it's driven off the dealer's lot, a major consumer concern.

NUTRITION EXPERT


DIAL-A-
DIETITIAN
529-6458
Dial-a-Dietitian is a free service provided by volunteers from South Texas Dietetic Assn. Dietitians will answer only general diet and nutrition questions. Call 529-6458 or write Dial-a-Dietitian, Box 17091, Houston, Texas 77002.

Homemaking careers include dietitions. Some dietitions make house calls and others work by telephone. The dietition is an expert in the selection and preparation of food. Good nutrition is essential for all people regardless of age or weight, for good health results from correct eating habits.

A dietition must have at least a Bachelor's Degree with a major in foods. This degree includes a number of courses in science, as the effect of food on the body is a scientific study.

Places of employment include hospitals, schools, social service offices, and many fine restaurants.

You might want to call the South Texas Dietetic Association for more information. The number is on the clipping.

INTERIOR DECORATORS

An Interior Decorator helps the homemaker or office personnel in the selection of materials and equipment. These purchases will be used to make a pleasant indoor setting. Many department stores offer this service free to prospective customers. Choices in color, fabric, and style are very important, for many times the Consumer must live with these choices for many years. Store administrators know that wise buying usually results in satisfaction and confidence in the merchants; therefore most interior decorators assist the consumers without putting on salesmanship pressure.

The newspaper article on this page gives a summary of education and experience which led to an excellent job in interior decoration.

Success Stories: Distributive Education Gave a Helping Hand

Mrs. Parker, the former Trisha Ahrenbeck, credits her DE coordinator with "making the connection" between her high school business training and the world of design.

She is now a recognized interior designer out of Foley's. She has her own clientele.

She describes her career as not only "lucrative, but fun."

She entered DE as a Bellaire senior. She had never been employed before, she says, but she did have an artistic flair and wanted to use it in a challenging way.

Through DE, she was placed in the decorative accessory area of Foley's Sharpstown store. Both there and in the classroom, she excelled in selling and coordinating displays.

She was an applicant in the spring of 1964 for a Fashion Group Scholarship. Though she did not win, she set home furnishings as her career goal.

She enrolled at the University of Texas, returning to Foley's during summer vacations to work on the College Board, gift department and in china and table linens. In 1969, she received a bachelor's degree in interior design.

What she learned about salesmanship in DE, she says, aided her success. She found that selling, knowing the customer and how to please him, was essential in her field.

The Houston Chronicle
March 7, 1973

YOUR FINANCES

by Dan Laas, Jackson Junior High

The following exercise is designed to see how well you can make and follow a budget. It will also give you a practical application of math – simple addition and subtraction.

In completing this exercise, you must follow the directions:

1. You will be given a monthly paycheck and 10 personal checks. You must write checks totaling your entire salary.

2. Choose from the list given to you those things which you want to spend your money for.

3. Fill out both the check and the check stub. Be careful in your addition and subtraction!

4. Some items must be paid. Be sure to pay for them first.

The following is a list of Items you may or may not want to spend your paycheck on. Some of these items must be paid.

The decision is yours. How will you spend your money?

1. Clothes $10.00
2. Entertainment 20.00
3. Rent 100.00
4. Car Payment 80.00
5. Insurance (car) 30.00
6. Fishing trip 20.00
7. Food 100.00
8. Movies 8.50
9. Savings Account – any amount
10. Miscellaneous – any amount (Payable to "Cash")
11. Insurance (Personal) 11.50
12 Records 20.00
13. Doctor Bills 24.00
14. New Watch–(1st payment) 10.00
15. Gasoline–Any amount
16. Shoes 14.50
17. Haircut 2.50
18. Utilities 10.00
19. Magazines 3.50

By Dan Laas

DATE

TO _____

_____

FOR _____

_____

Bal.

AMT THIS CHECK

NEW BAL

FIRST NATIONAL BANK OF JACKSON

_____ 19__

PAY TO THE ORDER OF _____ $_____

_____ DOLLARS

_____

DATE

TO _____

_____

FOR _____

_____

Bal.

AMT THIS CHECK

NEW BAL

FIRST NATIONAL BANK OF JACKSON

_____ 19__

PAY TO THE ORDER OF _____ $_____

_____ DOLLARS

_____

DATE

TO _____

_____

FOR _____

_____

Bal.

AMT THIS CHECK

NEW BAL.

FIRST NATIONAL BANK OF JACKSON

_____ 19__

PAY TO THE ORDER OF _____ $_____

_____ DOLLARS

_____

Can you plan for Co-op shopping?

CO-OP

BY BEVERLY HARRIS
Women's Editor

NEIGHBORHOOD food buying co-ops are not new. What's new is having a neighbor call and say, "Well, you finally made it." Waiting lists are legion, and rarely do any of the contented members drop out of a co-op so someone else can drop in.

A food buying co-op is a group of housewives who pool cash and take turns making a run to a farmer's market. They return with a variety of fresh fruits and vegetables bought at a substantial saving. They then divide the haul by the number of families in the co-op. Each family picks up its share at the driver's home.

Word of co-op success has spread and it is rare to find one that has an opening, much less one that doesn't have a waiting list.

Mrs. C. R. Acker put her name on a waiting list and did just that — waited and waited. She finally gave up. There was only one solution, she decided. She might as well start a co-op of her own.

It turned out to be simple. "I picked up the phone one Saturday and began calling people within three blocks of my house. The response was terrific. One person would agree to sign up and then say, 'Wait, my sister lives two blocks away — I know she'd like to get in on this,' or 'Would you call my married daughter? And she has a friend across the street from her.'"

By Sunday noon, the deed was done. Mrs. Acker had forced a neighborhood co-op into bloom.

The next step, she says, is to make a chart. List the drivers from each family and assign a pick-up day.

Ideally there should be 12 families or shares. In Mrs. Acker's co-op, one family owns two shares because they have seven children.

"The number 12 is best because so many items are packed by the dozen," Mrs Acker says. It is easier to divide a bushel of cantaloupes (24) or crate of pineapple (12) or a crate of strawberries (12 boxes).

Shopping is done only once every two weeks. The shopper on duty and her assigned partner take their two cars — both are needed in order to haul all the goods home.

Mrs. Acker's first trip with her partner, Mrs. Tom Weston, was June 26. When Mrs. Weston's turn comes up on Oct. 1, Mrs. Acker will be her partner. Another 12 weeks will go by before their turns come up again.

Meanwhile, others in the co-op will keep a steady supply of foods coming in.

"We had a fantastic haul this week," said Mrs. Acker. "The woman on duty ran into a friend in the produce business who steered her to the very best stalls. We got the best looking tomatoes you ever saw and there were even big heads of cauliflower." That friend's name is now in their little book of tips. "Every week we run into something that makes us a little smarter and we write it down," says Mrs. Acker.

Some weeks the pooled cash buys more than others. Each family contributes $4 every two weeks during summer months and $3 in the winter when there is less variety to be purchased.

There are two long sheds at the Farmers Co-op Marketing Assn. at 2520 Airline where they shop. The women leave their West University homes at 7:15 a.m. (usually on Mondays). They walk past all the stalls, making notes of prices and quality. Then they walk by again, this time for buying. They back their cars up to the stalls for grocery pickup. By 8:30 a.m. they are back home.

Mrs. Acker's first shopping excursion netted these items: ½ bushel peppers, $2.50; 1 bushel green beans, $6.75; crate strawberries, $4.50; crate nectarines, $5; crate grapes, $10; bushel new potatoes, $3.50; crate pineapple, $3; bushel tomatoes, $4; bushel cantaloupes, $1 (purchased directly from truck); sack of 48 lemons, $1; 1 dozen bunches shallots, $1; 1 dozen cello packed carrots, $1; 1 bushel bananas, $4.80.

It takes an hour to separate the purchases into 12 equal parts.

"I put everything in cardboard boxes and line them up in the driveway. It's quite a colorful sight. Then soon after 10 a.m. our co-op members start coming by to get their groceries. In no time, it's all done," says Mrs. Acker.

The co-op has been an education for some members, she says. One woman found herself the owner of a mess of zucchini squash which she had never in her life cooked. She confessed that she peeled them. Another didn't recognize honeydew melon. But they are learning and in the process have experienced meals with more variety, not to mention vitamins.

Mrs. Acker's co-op is clearly a success. It already has a waiting list.

But take her advice: Don't waste time waiting. Start you own!

The Houston Chronicle
Aug. 13, 1972

IS IT REALLY A BARGAIN?*

A consultant for the homemaker and consumer careers needs to explain this lesson to shoppers.

Objectives

1. Develop a strategy for bargain hunting
2. Learn to read advertisements
3. Develop an awareness of seasonal bargain purchasing
4. Present the concept of comparison shopping

Rules for bargain hunting

1. Do not buy on impulse.
2. Acquire a knack for reading newspaper ads.
3. Plan for seasonal bargains.
4. Study bargain basement principles.
5. Decide when to buy high quality and when not to.
6. Estimate in advance what additional charges can do to the price.

Planning the strategy

Certain items are usually put on sale at specific times of the year. The chart from the National Retail Merchants Association shows a schedule that many stores follow. A good deal of planning is required to take full advantage of such sales. January is a good month for buying sheets and pillowcases only if the housewife has money left after paying the Christmas bills. The same form of planning is required if you want to be able to save at the end of the season sale. A good time to buy a winter coat is during the February clearance sales. Just make sure the old coat will last until then. It is also possible to get good bargains on advance sales of winter clothes but the savings are not as great.

To save on food bills, check the week's special prices of several supermarkets nearby and take advantage of their sale prices without running up a large gasoline bill. Running from store to store can cancel any small savings. A surer way to save is to prepare menus and grocery lists before going shopping. The menus allow proper planning of the use of leftovers and shopping lists prevent impulse buying. Two other suggestions for saving on food costs are: (1) never shop on an empty stomach and (2) never let the man of the house shop alone.

Understanding the ads

Learning to read advertisements is one of the fine arts of bargain hunting. Are they really offering a bargain? Stores that wish to preserve their good reputation are very careful as to what they say about the goods and the prices. Certain key words should be studied to insure proper interpretation.

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*From *Houston Chronicle* – Newspaper Classroom Aid
Reprinted with permission

Sale: Most of these items were purchased for this event. The store buys in large quantity and sells at a lower than usual price. Often manufacturers will produce items designed to sell at lower prices. These are good buys but usually do not offer as many special features as the regular model.

Clearance: The main purpose here is to clear out merchandise already in stock. The sale may be a storewide one or limited to certain departments. These sales make room for new merchandise and the savings can be 25% or more.

Special purchase of manufacturer's closeout: The store probably bought a large order at a special price and is passing the saving on to the customer. Discontinued models are frequently sold in this manner. The store receves a reduced price, thus saving the consumer money.

"Regularly," "usually," and "formerly:" When used by a reputable store these words generally indicate previous bona fide prices. Care should be taken, however, since all stores are not equally conscientious.

"Comparable value:" This is a complex term which can mean almost anything. If you know how to judge quality, you can compare the value of the item with that of a quality product. If you are not sure, do not buy the item.

"Bait ads:" These ads list prices on appliances, carpets, cars, etc. at startlingly low prices. The object is to get you into the store and then switch you to a more expensive item. There is usually only one of the item or it is "temporarily out of stock." A reputable store will offer to obtain the item and give the sale price when it arrives, but the less conscientious will try to switch items.

A CALENDAR FULL OF GOOD BUYS

According to the National Retail Merchants Association stores usually plan their sales, promotions, clearances and special events for the months indicated.

appliances (major)
- Oct.
- Nov.

bedding
- Jan.
- June
- Aug.

china & glassware
- Mar.
- Nov.

christmas toys
- Nov.

drugs & cosmetics
- Jan.

evening wear
- Oct.

fabrics
- Apr.
- July

floor coverings
- Jan.
- June

foundations & lingerie
- Jan.
- Apr.
- June

furniture
- Jan
- June
- July
- Aug.
- Oct.

furs
Jan
July
Aug.

garden supplies
Mar.

gourmet food
Nov.

home furnishings
Jan.
May
Oct.

hosiery
Apr.
June

housewares
Feb.
Mar.

jewelry
May

ladies' shoes
Apr.
June

luggage
May

men's & boys' wear
June
Sept.

outdoor furniture
May

outerwear
Oct.

resort & cruise wear
Jan.
Dec.

silverware
Nov.

skiing supplies
Oct.

sleepwear
Apr.
June

sporting goods
Sept.

white goods
Jan.
May
Aug.
Nov.

from August 1970 Changing Times

PORTERHOUSE STEAK vs BLADE CHUCK STEAK

'1.59 COST PER POUND* '.79

45% WASTE PER POUND 44%**

(BONES–FAT–COOKING LOSS)

ACTUAL COST

'2.89 PER EDIBLE POUND '1.41

NUTRITIVE CONTENT OF COOKED MEAT PER POUND

PORTERHOUSE STEAK

93 grams PROTEIN = 452 Calories
88 grams FAT = 812 Calories
1264 TOTAL CALORIES

YOU GET 40% MORE PROTEIN (Only 12% more Fat)

BLADE CHUCK STEAK

153 grams PROTEIN = 832 Calories
77 grams FAT = 693 Calories
1525 TOTAL CALORIES

* Prices based on U. S. Bureau of Labor Statistics Average National Meat Prices 1970.

** Takes into account the 25% greater yield when meat is prepared with Instant Meat Tenderizers or 15-Minute Meat Marinade (primary data based on Oklahoma State University Pub., mp-49).

Learn the Cost of Steaks

Prices change. Watch the advertisements. Compare prices in near by stores.

Discount (?) Stores

Many discount store ads list attractive buys, but they are not always what they seem. Check carefully on the brand names and prices before buying. Frequently better buys can be obtained elsewhere. Develop the skill of comparison shopping. For example, some department stores have been forced to set discount prices on certain items. Always check the make and model so that accurate comparisons can be made. The "brand-new, factory-carton" television may be a two-year-old model. Be careful when buying a brand you have never heard of; it may prove to be totally unrealiable. Prices can vary from discount store to discount store, so check as many prices as you can before you buy. Buying known brand names after carefully comparing prices often results in a sizeable saving.

Hidden Charges

Do not let hidden charges wipe out the bargain purchase. Installation costs, revolving charges, and high interest rates can eat up any savings you have acquired by careful shopping. Ask about installation charges when you are shopping. Add these to any price quoted on the merchandise. Calculate in advance how interest charges will affect the purchase price. Most revolving accounts charge 1 ½ % interest on the unpaid balance. This can transform a low-priced find into a high-priced luxury. Frequently saving until a cash purchase can be made is the best policy. The cheapest way to pay is cash and the most expensive way is almost always through dealer financing.

To get a bargain, you have to plan, save, wait, and shop around. Then when a bargain is available you step in and snap it up. This method can really make you feel proud of yourself.

TIPS FOR NEW CARDMEMBERS

Cardmembers frequently write in asking about Card use, billing procedures and special services available to them as Cardmembers. In future issues, GO will from time to time answer representative questions about the Card.

If I have questions about my account, whom should I contact? The Account Representative whose name appears at the top of the descriptive bill can answer questions about your account. Write the representative at the address printed on the reverse side of your statement. Representatives are located in New York, Miami and Phoenix.

Please be certain your account number appears on each piece of correspondence you send, as well as on all checks. Since accounts are kept in numerical order, we can answer your questions more quickly if your account number appears on all your communications with us.

I sent my remittance, but it wasn't credited on my next monthly statement. Why? It takes about 10 working days for a check to reach us by mail and be posted to an account. Note the billing date printed in the lower left corner of your statement. Unless your check was sent at least two weeks before that date, it may not be credited to your account until the following month.

I hold two Cards—one a Corporate account, the other an Executive (Gold) Card. May I send one check to cover amounts due on both accounts? If you are paying more than one account, please send a separate check for each account, with the appropriate account number on the face of each check.

I bought air tickets on the extended payment plan but now wish to pay for them in full. Can I simply send in a check to cover the amount of the tickets? The American Express Money Card allows Cardmembers the option of paying for some purchases on extended payment plans—Sign & Fly® for air tickets, Sign & Sail® for cruises and Sign & Travel® for tours. If, however, you decide to pay for such purchases in full, be sure to tell us that a payment greater than the one actually due on your current statement is intended to pay off, in full, a deferred payment charge. If we are not instructed about what this payment is meant to cover, we will assume it is to apply to future charges that may be incurred against the account.

The unearned portion of the finance charge will be computed in accordance with actuarial method and credited to your account in the event the payment in full is received.

What do the 11th, 12th and 13th digits and the two-letter suffix mean on the Card? The AX simply identifies the account as an American Express Card account and not that of another company.

The 11th digit of the account number relates to an internal coding system and is NOT a credit rating. It is merely an activity rating determined by our computer in accordance with pre-set programs. The 11th digit reflects the activity on the account and takes in such factors as frequency of use, average monthly amount of charges incurred, payments made, etc. This number on a renewal Card may change from time to time. Also, when a Card is lost or stolen, this digit on the replacement Card is automatically changed to a new number as a protection for the Cardmember.

The last two digits identify the individual member of the account. The 00 indicates the basic member, 01 the first supplementary, 02 the second supplementary and so on.

From *Travel and Leisure (American Express* magazine)

CAUTION—HANDLE WITH CARE

When you earn a good salary, you may secure credit cards. Sometimes they are even sent without your request. You are proud of your ability to earn and pleased to have business leaders trust you by issuing credit cards; however, everything you buy must be paid for, and when charges are totaled at the end of the month, they seem to add up to more than you have in your budget. Also there is always a danger of credit cards being lost or stolen. Report losses at once.

SLIDES WITHOUT A CAMERA

- - - Mary Elizabeth Schell

1. Find pictures that will fit in 2" x 2" frames or smaller if frame is wide.
2. Use only heavy, slick magazine pictures.
3. Cut picture and Marvalon Clear Contact Paper to fit the slide frames.
4. After peeling paper off the clear contact, stick the magazine picture to the "sticky" side of contact paper. Press firmly.
5. Put the picture attached to contact paper in a cup of cool water. Allow paper to remain in water 3 to 5 minutes.
6. Gently remove magazine picture from contact paper. Apply a clear piece of contact paper to sticky side (where the magazine picture has just been placed).
7. Your slide is now ready to be placed in frame.
8. Vivid colors are readily picked up. Background colors may be used with a caption written on it for a title.

PREDICTIONS

Every student in this classroom will be a consumer. The majority of you will also be involved in homemaking careers. You may earn a living as an interior decorator, a demonstrator for a utility company, or an inspector for price and quality control. You may also be a husband or wife who spends all or part of the day working as a homemaker. The consumer part of your day will increase as your salary increases. Your ability to spend and save wisely will play a major role in your success in a vacation, a marriage, in your community activities and all other phases of your life.

As the consumer grows in wisdom, more full time careers will be needed to protect the buyers. As the enlightened bride and groom begin homemaking, more responsible business establishments will open careers to the homemaking experts. Regardless of whether or not you choose this field for your living, your monthly earnings will be affected by your daily involvement as a consumer and/or homemaker.

STUDY TOURS

United Gas
Customer Service Auditorium
Corner of Polk and Louisanna
P. O. Box 2628
Houston, Texas 77001
228-5111 Ext. 432 or 433

Careers in demonstrating home appliances; auditorium will seat a maximum of 100. Contact Misses Judy Due or Ann Taylor at least two weeks before tour.

Houston Lighting and Power
Electric Living Center
2121 West Loop South
Houston, Texas
OR
Electric Tower Building
611 Walker
Houston, Texas
Tour and demonstration can be arranged at either building that is convenient for the class. 228-9211, ext. 2821 for arrangements at both addresses.

Careers as consumer and homemaking leaders will be explained and a tour will be given. Make arrangements at least two weeks before the date requested.

Consumer (Small claims) Court
Judge Hugo Touchy
301 San Jacinto, Room 303
Houston, Texas
Contact Mrs. Linda Baty
228-8311, Ext. 181

Court dates are Mondays and Thursdays at 9:30. Make arrangements with Mrs. Baty at least two week prior to visiting court.

CONSUMER AND HOMEMAKING RESOURCES

Speakers

Mrs. Rebecca Muecke 526-1103
Dairy Council (Consumer Division)
3000 SW Freeway, Suite No. 208
Houston, Texas

Miss Laverna Best or Mrs. Kay Adams 225-7621
Houston Natural Gas Co.
Box 1188
Houston, Texas

Mr. John J. Tryling . . . . . .224-4744, res. 668-4308
Chairman Credit Education
Credit Bureau of Greater Houston
Credit Manager of Suniland Furniture Co.
2309 Fannin
Houston, Texas

Mr. Richard Willis 224-4744
Sales Mgr., Credit Bureau of Greater Houston
2309 Fannin
Houston, Texas 77001
(Speakers' Bureau available)

Internal Revenue 224-8211

CONSUMER AND HOMEMAKING

Media

FILM	*NUMBER*	*TIME*
The Great Dollar Robery, Part I	L-5454	22 min.
Part II	L-5455	30 min.
Produced by ABC News, Released by McGraw-Hill		
Taxes—Somebody's Got to Be Kidding	L-5370	26 min.
Aims Instructional Media Services		
True Value	M-5315	10 min.
Sterling Educational Films		
Using Money Wisely	M-5384	18 min.
Journal Films		
This is a Cooperative	L-4624	28 min.
(Role of consumer in credit union, health cooperative, a farm family, a housing cooperative) Host: Lorne Green		
Released by Journal Films		
Graphs – Understanding and Using Them	3644	
Percent – Why and How	3653	
Story of Weights and Measures	3682	
Credit and How It Shapes Our Lives	4903	
Economics: Risk and Resources	4902	
(Good at all grade levels)		
Art of Carving	4621	10 min.
Demonstrates best way to cut meat and poultry		
Consumer Education: Installment Buying.	M-4540	13 min.
Benefits and dangers of installment plan		
Time for Seafood	M-4730	21 min.
Importance of fish. How to shop for it, how to cook it, and how to serve it		

Credit and How It shapes our Lives Explains effects of credit on people of all ages	4903	9 min.
Dealing with Objections How to examine customer objections	L-4939	23 min.
Get Organized Salesman organizes his day	L-4935	23 min.
Getting the Decision Salesman's difficulties in asking for an order	L-4934	22 min.
Why We Use Money: The Fisherman Who Needed a Knife. Story shows money as exchange for work	4952	10 min.

Filmstrips Not Available in HISD

A New Look at Home Economic Careers

A New Horizon: Careers in School Food Service

Guidance Associates
Pleasantville, N. Y. 10570

Careers in Fashion Design

Educational Dimensions Corp.
Box 488
Great Neck, N. Y. 11022

Slides

"You've Come a Long Way, Baby"—slides depicting old and new methods in consumer and homemaking careers. Slides prepared on contact paper and framed by students at McReynolds Junior High School. Series is property of Mary Elizabeth Schell.

BIBLIOGRAPHY FOR PRINTED MATERIALS

Consumer education guidlines

If you're looking for curriulum guides and other materials to help plan new courses in consumer education, the following sources have all issued materials—some free, some for sale—that can be helpful:

Office of Consumer Affairs, New Executive Office Bldg., Washington, D. C. 20506.

Council for Family Financial Education, Twin Towers, 1110 Fidler La., Silver Spring, Md. 20910.

Joint Council on Economic Education 1212 Avenue of the Americas, New York, N. Y. 10036.

Instructional Materials Laboratory, Ohio State University, 1885 Neil Ave., Columbus, Ohio 43210

University of the State of New York, State Education Dept., Bureau of Secondary Curriculum Development, Albany, N. Y. 12224.

Dept. of Consumer Education, Office of the Supt. of Public Instruction, 316 S. Second St., Springfield, Ill. 62706.

FHA project. Home economics students in 22 North Dakota high schools have completed a consumer education project sponsored by their Future Homemakers of America chapters. A report on the project, *The Marketplace,* describes a variety of interesting activities, including a survey of teen-age finances and spending habits. It's available from Future Homemakers of America, 2010 Massachusetts Ave., N. W., Washington, D. C. 20036. Price: $.20.

Free materials from

Dairy Council, Inc.
3000 Southwest Freeway, Suite 208
Houston, Texas 77006
or
National Dairy Council
Chicago, Illinois 60606

Booklets

Xerox Corporation – American Education Publications, 245 Long Hill Road, Middletown, Conn.

It's Your Money
Today's Economics

The American Woman
Profile U. S. A.

Consumer Product Information
Washington, D.C.

No. 0100-0779 – "Budgeting for the Family" – $.10
No. 0100-0982 – "Helping Families Manage Their Finance" – $.40

Magazines

Changing Times, The Kiplinger Magazine
Editors Park, Maryland 20782

The very latest ideas in buying, saving, and homemaking are included in this magazine. The monthly publication is $7.00 per year (1973), and each month the magazine contains new materials that tie in with this career.

Want Ads

There are seldom any want ads for interior decorators, homemaking consultants, consumer experts, and nutritionists. When vacancies occur, they are usually filled by graduates who have been interviewed in their senior year of college.

Support personnel for the homemaking and consumer field are needed in great numbers. The following clippings are examples of support jobs.

Commercial

CREDIT

Local experience in handling dealer or commercial credit and inside collections will qualify you for a top position in our Credit Department.

PEDEN INDUSTRIES
700 N. San Jacinto 222-2121

CAREER OPPORTUNITY

Major appliance manufacturer of household appliances requires aggressive individual to call on established retail dealers in Houston. Above average earnings with a real opportunity to advance into management. We pay weekly + expenses allowance, paid medical & life insurance & retirement. Need good automobile & honest desire to succeed & advance. No experience necessary but would help. Complete training program. Call 771-5825, Mr. Brown for interview. Phone between 9 A.M. & 2 P.M. An equal opportunity employer.

Drapery Sales Manager
LEADS-LEADS-LEADS
Verified-Qualified. $300 to $500 wk. Excellent opportunity for enthusiastic person. Call Mr. Frank 622-1709.

FURNITURE & BEDDING
Have opening for top notch bedroom and bedding specialist with America's fastest growing bedroom shops. Good pay, highest commission and PM's. Right person can make $20,000 annually. Paid vacations, hospitalizations and life insurance. We are looking for aggressive salesmen who want to progress and become managers and supervisors. Apply in person to Mr. Walker.
MATTRESS MASTERS
5005 Gulf Frwy.

LAMPS REPAIRED - Floor and Pole Lamps, Flourescent. Free pick up and delivery. BILL'S REPAIR SHOP 681-9432, 682-5867 (tf)

CARPET CLEANERS

We will set you up in business free, with all the work you can handle. To qualify, you must be experienced, have your own truck & equipment or can purchase equipment from company. 621-1241.

MAINTENANCE YARD MAN. POOL & GROUNDS CARE FOR APTS. OFF DALLAS FWRY. MUST BE RELIABLE, HAVE OWN TRANSPORTATION. OPPORTUNITY FOR ADVANCEMENT. 926-3837.

MAINTENANCE MAN, rent houses. Air condition experience helpful, wife part time in office. $450 + furnished house. call 723-6884.

MAINTENANCE SUPERVISOR
Must be able to supervise maintenance area, including apt. turnover. Custodian etc. Supervisory experience required.
OAKWOOD GARDEN APTS.
2424 S. Voss Rd. Houston, 780-3000.

MAINTENANCE SUPERVISOR for large Builder. Salary open.
CALL 442-3939

MAINTENANCE ENGINEER
Our large apt. complex is in need of a maintenance engineer. Must have strong mechanical skills preferably with apt. maintenance background.
OAKWOOD GARDENS APTS.
2424 S. Voss Rd. Houston, 780-3000.

YARD MAN — PORTER.
For Apartments. Experience, references & transportation required. Call Ralph Thrift 861-4121.

YARD MAINTENANCE man, min. 3 yrs. experience. Part time. References. $2.25 hr. 2128 W. Alabama Office.

LEARN
Upholstering
Learn your way to better pay in 4 to 6 months. Full or part time. Placement assistance while attending. Student loans available.

704 ADULT EDUCATION
MEN-WOMEN LEARN
FURNITURE UPHOLSTERING
FULL AND PART TIME PLACEMENT ASSISTANTS WHILE ATTENDING CLASSES. APPROVED FOR VETERANS.
223-3131
GULF COAST COLLEGE
2902 CAROLINE AT TAUM

LIVE IN MAID-COOK
Need top housekeeper to lovingly care for 2 children & drive. Lovely private quarters, TV, Pd. vacation, salary open. MO7-9521, CA7-1515 Ext 7.

LIVE-IN HOUSEKEEPER for wonderful family. General housekeeping & care of 2 small children. Private Room & Bath. Salary open. 465-5000, 465-3930.

668 Domestic

BABYSITTER NEEDED in home, 12-5:30. $25 wk. Mature. Own transportation. 777-1139, aft. 6.

BABYSITTER, SPRING BRANCH Week days 7 to 6, references, own transportation. 467-3088.

CHAMACA HACER TRABAJO DOMESTICO. Quedarse. Hable Sr. Kaufman. 665-9711.

COUPLE FOR CHURCH. Custodian work, live on premises. Good pay Apply P.O. Box 66482, Houston 77006.

EXCELLENT COOK—HOUSEKEEPER
10-7, driver's license. Well organized person to maintain adult home. FINE SALARY. 465-2872.

LIVE-IN MAID
Care 3 small children & home. SALARY OPEN. Health card required. 449-2275, 448-5480 after 6.

HOUSEKEEPER-LIVE-IN: Cook supper, private room, bath, TV, 5 days, $45 771-2844. If no answer, MI3-3092.

HOUSEKEEPER with car. Live in fatherless home. Boy 11, girl 15. 1 child accepted. $150. mo. 467-6791.

HOUSEKEEPER to live in. Light cooking. Must have current references. Apply to P. O. Box 7306, Houston, 77007.

LIVE IN HOUSE MAID. Room & board. Single. Call 527-8800

LIVE IN HOUSEKEEPER
Two school age girls.
Call 869-3583 or after 6, 683-7898.

LIVE IN HOUSEKEEPER. Excellent salary. Sundays off. References requested. 528-2282 after 5:30.

LIVE IN. Beautiful quarters + meals & salary. Child care & housework. Opening immediate. 497-8201.

LADY TO LIVE IN, take care of convalescing woman. Keep House for 2. 426-2092.

LADY LIVE IN, care middle aged wheel chair wife. Experienced, neat, healthy, congenial. $70-$100 wk. 443-8106.

LIVE IN Maid to care for 2 school aged children, time off, salary open. Call 445-1755 after 6.

LIVE IN Housekeeper for working parents. 5 days. Separate quarters, benefits. References. 522-6088.

Live-in domestic help. For two pre school boys, 2 and 3. References. 622-622-4880 or 666-5757.

LIVE-IN HOUSEKEEPER for wonderful family. General housekeeping & care of 2 small children. Private Room & Bath. Salary open. 465-5000, 465 3930.

HOUSEBOY: 5 days, 9-5 p.m. General housework for bachelor, grocery shopping, wash & iron, clean pool. Driver's license required, 3 recent references. Good pay. Call Mrs. Bradfield, 224-9664, 8:30 a.m.-4:30 p.m.

NEED CLEANING LADY Monday, Wednesday & Friday. References. Call 661-8256.

WANTED: Yards to mow. Will do excellent job. Reasonable, dependable. Chateau Forest vicinity. Call after 3 p.m. or on weekends. 466-6675.

CAREER INFORMATION FOR YOUR FIELDS OF INTEREST

Get recent books and magazines from public or school library.
Go to see the State Employment Offices.
Visit places of work.
Know your Social Security Number and Laws of U. S. Department of Labor.
Practice writing letters of application. Keep your resume up to date.
Do volunteer work.
Keep up with changes in the working world.
Attend classes in careers and related subjects.
Interview friends, relatives, neighbors, civic, and business leaders.
Check newspapers and magazines.
See films on careers.
Make your own visual aids.
Join clubs. Find hobbies and crafts that tie in with your interests.
Send for government bulletins and information from schools and business leaders.

SELF-ANALYSIS and PLANNING

71/72

CLASSROOM PRESENTATION OF THE CONCEPTS AND PROCEDURES

SELF-ANALYSIS AND PLANNING

I. Behavioral Objectives

A. Sixty percent of students will compare clear, concise communication with communication that is ambiguous, redundant, and contradictory. (Discussion material is in the appendix.)

B. Seventy percent of students will diagnose problems demonstrated in group functions that are relevant to specific goals set by individuals.

C. Eighty percent of students will list self-strengths and apply this information to specific career fields.

D. Sixty percent of students will write letters of application or information to colleges or job training centers.

E. Ninety percent of students will select courses for their four years of high school.

II. Instructional Procedures

A. Self-analysis pictures and printed material will be in career corner and on bulletin boards.

B. College catalogues; apprenticeship materials; trade schools and business college pamphlets will be displayed.

C. Transparencies as well as handout materials will be prepared in advance to help students make four-year-plans. (Have available for each student a copy of *Planning Your Future*, HISD publication; a number of copies of *Occupational Education Programs*, 1972-1973, HISD.)

D. Application forms will be prepared in advance for distribution to all students.

STUDENT ACTIVITIES FOR SELF-ANALYSIS

All activities will be required unless marked by an asterisk. The date of each activity will be assigned by your teacher. An asterisk before an activity indicates that that assignment is optional. It can mean extra credit for those who complete all other work satisfactorily.

1. Complete the self-strengths exercise which your teacher will distribute. After a discussion on the five senses plus a sense of humor, write three ways in which you can increase your strengths. Try to be specific with incidents in your own life.

2. Your teacher will read suggested exercises for training in human relations activities. The world of work often has industrial psychologists conduct structured experiences to help employees get along with one another. (Books by Pfeiffer and Jones are excellent.) You may like to write your own exercises.

3. Draw or write the main idea of the filmstrips or movies which you will see on self-analysis. Try to apply these ideas to your own life.

4. Your teacher will read several open-end stories (in appendix). Discuss how you would handle these problems if you were the employer.

*5. Write an unfinished story about an ethical problem which an employee must face. Be realistic.

*6. List names of volunteer projects that teenagers can get involved in now. Give addresses and phone numbers. Explain needs and describe work to be done.

*7. Your teacher may explain how mistakes or failures might lead to success. Write a one-or two-page analysis of "tolerance of imperfection." Let these thoughts apply to tolerance of self as well as to others.

*8. Read a biography of a person who seemed to be doomed for failure, but he became successful. Briefly state his problem and tell how he overcame it.

9. List all hobbies you can remember. When each person reads aloud his list, you may add those hobbies you have not listed. After all hobbies are read aloud, write careers that could tie in with each of these hobbies. You may be able to locate various hobby centers. Write phone numbers and addresses of hobby clubs.

10. Take notes on a career film in class. After the film, list all workers shown in the movie. By the side of the worker, list duties. If time permits, include education and training required for each worker.

*11. Make a model or a small scale operation of workers involved in a product or service. Exhibit your project to the class and explain the teamwork required of everyone on the job.

*12. Make a poster to demonstrate the interrelationship and teamwork of everyone in all career fields.

13. List your three choices of a future occupation. Beneath each career, write your strong points that will be needed for that career.

*14. Collect articles on strengths of character, of mind, or of physical ability. Beneath each article list careers this person would be capable of doing well. (A story of Larry White in the appendix can start you thinking.)

STUDENT ACTIVITIES FOR PLANNING

Complete all activities on the date set by your teacher. The asterisks indicate extra projects for those who complete work satisfactorily ahead of schedule.

1. Imagine that you are ten years older than you are now. Describe a typical work day for yourself in ten years.

2. Picture yourself in your leisure time ten years from now. Write about or draw your hobbies when you are ten years older. Be realistic about the money you can spare from your check.

3. Think of yourself in your own home and community ten years from now. Show your role in your home and community with either words or pictures.

4. Complete the blanks in the form "Plans for the Future." Your teacher will distribute these sheets (in appendix).

5. If you plan to get a college degree, get a college catalogue and copy entrance requirements and all courses you will be required to take. Read the brief description of each course.

6. If you plan to go to a trade school or business college, list courses and on-the-job training you will be given. For information about required courses and training, call or write a business college, a union, or the Texas Employment Commission. Plan your questions before you call. Identify yourself and give the purpose of your call. Be brief, polite, and distinct.

*7. Make up a career game about your future plans.

8. List courses required for graduation from your high school.

9. List high school courses and names of schools that offer special training for your field of interest. (Example: music – High School of Performing and Visual Arts)

*10. Make a poster or a chart on steps you will take to reach your goal.

11. Write a letter of application for the job of your choice. Read your letter orally. (Application form is in appendix.)

*12. Act as a personnel manager who receives two letters of application for one job. Read both letters to the class. Analyze them and tell the class which applicant you selected. Give reasons for your choice.

*13. Clip newspaper and magazine articles that predict the jobs which will be available in your chosen field.

14. Pretend to be an applicant for a job you hope to have someday. Role play a personal interview for this job. Plan for one of your classmates to be the personnel director who interviews you. Write and rehearse your interview.

*15. Visit an employment agency. Ask about predictions for jobs. Share your information with the class.

16. Fill out the application form which your teacher will give you or one of your own.

17. Clip 3 want ads that are clear and to the point. Clip 3 want ads that are not clear. Compare the choice of words and the omission of facts.

III. Performance Goals

A. List of positive self-traits recognized by each student

B. Research on jobs that require college and those that do not

C. Letters asking for information on colleges and training centers

D. Letters of applications for jobs

E. Personal interviews

F. Collection of want ads and reliable predictions for favorite careers

G. Completion of four-year plans for high school

IV. Evaluation

A. Oral and written instructions that demonstrate—
   1. Teamwork flexibility without giving up ethics
   2. Emphasis on quality of good service rather than on quantity of good products
   3. Compatible interrelationship of all workers at all ability levels
   4. Recognition and acceptance of good qualities in self
   5. Separation of weak qualities that can be changed and those that cannot be changed

B. Application of self-understanding and teamwork to specific plans for education and training

FLEXIBLE LESSON PLAN
Self-Analysis

First Day

Recognition of self-strengths; application of 5 senses plus a sense of humor (See appendix.)
Read to class Emily's monologue on the 5 senses from *Our Town* by Thornton Wilder.

Second Day

Communication and teamwork (See exercises and list of films in the appendix.)

Third Day

Ethics, human values, tolerance of imperfections, guidance as to when to compromise (See appendix.)

Fourth Day

Self-strengths applied to hobbies and volunteer projects (examples in appendix)

Fifth Day

Application of self-strengths to career fields (Note interrelationship of careers in various fields. See appendix.)

FLEXIBLE LESSON PLAN
Planning

First Day

Jobs that require high school; jobs that require college

Names of schools and colleges that offer specialized training (See appendix.)

Second Day

Practice in writing letters to request information for specific apprenticeship training, on-the-job training, college catalogues, scholarships (Give specific addresses and encourage students to mail letters. See appendix for details.)

Third Day

Read and analyze newspaper want ads. Practice answering ads with letters and phone calls.

Fourth Day

Prepare resumes and practice personal interviews.

Introduce four-year plan for high school courses. (List required courses on the chalkboard and show the four-year plan on a transparency.)

Fifth Day

Make four-year plans.

APPENDIX
Self-Analysis

Class Discussion for Self Analysis
Questions for Self Analysis
Suggested Patterns for Applying Self-Analysis
Looking Back
How Can I Find Out Which Occupation is Right for Me?
An Encouragement Laboratory
Know Your Special Talents
Self-Analysis Through Improvisations
Self-Analysis-Human Values and Ethics
What's Happened to Humor?
Design for Continued Self-Analysis and Planning By Present and Ex. C. O. Students Through a Career Club
Involvement
Youth Saves 3rd Child in Recent Months
Hobbies
Plans for the Future
Specialized Courses
Four Year Plans
Suggested Patterns for Meeting Graduation Requirements
Student's Four Year Program Plan

Planning Goals

Job Hunting
Where Will the Jobs Be
Example of Many Jobs at One Department Store, Houston, Texas
Predictions
Guide for Job Hunters
Job Hunting on a Budget
Typical Answer to a Blind Ad
A Typical Resume
Sample Letter of Application
Application for Minor's Employment Certificate
Plan Your Interviews
Media
Bibliography
- Books
- Tests
- Planned Programs
- Magazines
- Comic Book
- Work Book
- Conferences on Future Jobs
- Program Kits
- Games
- Hobby Materials
- Other Occupational Outlook Publications
- The Barksdale Foundation

CLASS DISCUSSION FOR SELF-ANALYSIS

- - - Mary Elizabeth Schell

Self-acceptance is as important as food and water. Self-acceptance may be accomplished by a planned self-analysis which gradually leads to satisfication in responses and reactions. Hopefully, self-centered responses can be directed to other-centered concerns.

Preparing for the real world of work involves problem situations that motivate thinking about new responses. The awards of self-righteousness in honor, loyalty, and virtues cannot be successfully created by force, punishment, or threat. No rote drills will establish ethics and social values. Problem personalities cannot suddenly change nor can troubled societies abruptly turn away from hostility and selfishness. Gradually, perhaps, examples can serve as catalysts that bring change.

The suggestions offered here will attempt to point out realistic life situations as they are developing in the latter half of the twentieth century. The open end stories will require problem solving through improvisations.

The purpose of these activities is to stimulate students to choose between social values and selfish interests; that is, between honesty and losing a job; between loyalty and acceptance; between fairness to another person and the threat of losing friends; between concern for another person and protection of self. These stories may help students to see that there are choices in behavior, that values and purpose motivate choices, and that consequences result from given behavior patterns.

Role playing will not solve the problems resulting from years of bitterness and cynicism, but group discussions have strong effects on everyone. Organizations have been established to assist problem drinkers and problem eaters. The group therapy method can also change attitudes of students if presented with a clear concept of the contrasts between egotism and socially motivated behavior. Students should be allowed to observe and discuss people who make choices that are sometimes right and sometimes wrong.

Teachers can provide an opportunity to see that decision-making is not always completely right or completely wrong. Compromise without losing moral values should be encouraged. Acceptance of mistakes that were not intentional can be a victory for people who fear being imperfect.

Students may be encouraged to write their own skits when they have had practice in listening and discussing choices based on the personal and social needs of others. Inner-strength is gained when people can honestly express themselves, can really accept themselves, can cope with problems between themselves and others, and can develop a concern for helping others.

The plans for teaching the three R's, skills, and Career Orientation seem simple when compared with the task of guiding self-analysis toward responsible group behavior, for the world is rapidly changing in social values as well as in technical patterns.

QUESTIONS FOR SELF-ANALYSIS
(Answers may serve as a guide for change.)
- - -Mary Elizabeth Schell

1. What sights and sounds make you calm?

2. What do you see and hear that upsets you?

3. Do you like to be with people when you work? Why? Why not?

4. What do you do for relaxation?

5. How much money do you think you would need to have fun? Why?

6. Which of your actions seem to make people like you?

7. What do you do that causes people to misunderstand you?

8. What reading skills do you think will be needed in your future?

9. How can you improve your concentration?

10. What math do you think will be needed in your future?

11. How can you improve in computation?

12. Do you like routine work? Why? Why Not?

13. Do you enjoy completing detailed work? Why? Why not?

14. Do you prefer creative or routine work?

15. How do you avoid arguments?

16. When can you compromise without hurting yourself?

17. Do you like to try new ways of doing tasks?

18. Do you feel at ease when speaking with strangers?

19. Do you enjoy traveling?

20. Are you serious or carefree most of the time?

21. Do deadlines help or hurt your work?

22. Is neatness a difficult task or a pleasure to you?

23. Do you enjoy indoor or outdoor work?

24. Do you like working with your hands?

25. What can you do to make yourself a better person?

ACTIVITIES FOR POSITIVE ANALYSIS OF SELF
YOUR STRONG POINTS

- - - Mary Elizabeth Schell

Put a check mark in front of the statements that apply to you *most* of the time:

____ 1. You get along well with people who are your own age.

____ 2. Reading is easy for you.

____ 3. You enjoy solving problems.

____ 4. You get along well with older people.

____ 5. You can meet new people without fear or shyness.

____ 6. You can speak well before a large group of people.

____ 7. You can repair small or large motors.

____ 8. You can draw well.

____ 9. You can sew well.

____10. You can put puzzles together with ease.

____11. You can find interesting things to do on your own.

____12. You like to search for new and better ways to do work.

____13. Your eyesight is good.

____14. You can estimate length, width, and weight correctly.

____15. You care about others.

____16. You have a strong body and good muscular coordination.

____17. You enjoy being alone.

____18. You are able to work under pressure and get projects completed on time.

____19. You plan ahead independently.

____20. You like to have leadership from others.

____21. You can judge distance well.

____22. Your health is excellent.

____23. You see the bright side of life.

____24. You have a good sense of humor.

____25. You can persuade others to think or do what you suggest.

____26. You get places on time.

____27. You have a conscience that holds you back from unfairness to others.

____28. You are a good loser.

____29. You keep up with current events through newspapers, magazines, and involvement.

____30. You are neat and organized.

____31. You do not get hurt easily by thoughtless remarks.

____32. You like to bring people together for assistance or for parties.

____33. You are accurate with figures.

____34. You enjoy reading.

____35. You play a musical instrument well.

____36. Your speaking voice is clear and easy to understand.

____37. Your handwriting is good.

____38. You operate machines with ease.

____39. You enjoy arranging colors on posters in home decorating or in selection of clothes.

____40. You can answer arguments logically and without getting angry.

____41. You check references independently.

____42. You have manual dexterity (your hands move cleverly with physical skill, such as that needed for playing the piano, typing, etc.)

____43. You use correct grammar.

____44. You speak two or more languages.

____45. You have a good memory.

____46. You write your thoughts clearly.

____47. You spend money wisely.

____48. You work well with a group.

____49. You work well alone.

____50. You can be around noise without getting nervous.

____51. You are patient and thoughtful of others.

____52. You find beauty in and appreciate sights, sounds, tastes, and feelings.

____53. You enjoy putting together descriptive words and phrases.

____54. You are a good conversationalist.

____55. You are a good listener.

____56. You make people comfortable around you.

____57. You see the good in others.

____58. You are cheerful and agreeable.

____59. You are honest.

____60. You are content with your life.

____61. You plan ahead wisely.

____62. You do work without being forced.

____63. You try to find reasons for misunderstandings.

____64. You enjoy caring for sick people.

____65. You can draw scale model figures accurately.

____66. You can take good photographs.

____67. You can follow directions with ease.

____68. You can understand patterns for sewing or building.

____69. You can understand patterns of people's behavior in groups or as individuals.

____70. You can do routine work without getting bored or careless.

____71. You are average height and weight for your age.

____72. You have good posture.

____73. You have a good complexion.

____74. Your keep your body, hair, and teeth clean.

____75. You have now or will have straight, white teeth.

____76. You are able to relax.

____77. You have a good sense of tone qualities (code operators, musicians)

____78. You like gadgets.

____79. You have a strong sense of rhythm.

____80. You do not give up easily.

____81. You can use small tools well (hammer saw, screw driver).

____82. You are cautious.

____83. You have a good safety record.

____84. You can picture a finished object as you work on parts of it.

____85. You have a strong sense of taste and can successfully add new ingredients to recipes.

____86. You like outdoor activities.

____87. You like indoor activities.

____88. You are content to do work that requires you to be outside as well as indoors.

____89. You get along well with young children.

____90. You sing well.

____91. You deal fairly with all races, religions, and creeds.

____92. You can give first aid without panicking.

____93. You are a good swimmer.

____94. You are good in basketball, baseball, or tennis.

____95. You are good at football or golf.

____96. You play chess well.

____ 97. You are good at selecting people to carry out work or play.

____ 98. You are good at printing.

____ 99. You are good at completing small details (electronics, ironing)

____100. You are good at dancing or acting.

No one will have 100 strong points, because each of us must depend on others to make up 100 percent in order to produce the best products and services. Those who prefer working alone will be needed in research laboratories just as those who want to work in a group will act on ideas from the research laboratories.

List your strong points under these headings:

1. Physical
2. Moral
3. Mental
4. Others

Your strong points can give you clues to hobbies, volunteer work, and career choices.

SUGGESTED PATTERNS FOR APPLYING SELF-ANALYSIS

Jobs Covering 15 Career Fields

DO YOU LIKE	*YOU MAY LIKE TO BE A*
LITERARY WORK	newspaper reporter, magazine writer, author, advertising writer, librarian, teacher, editor, proofreader, news broadcaster
SCIENTIFIC WORK	oceanographer, doctor, laboratory technician, dietitian, engineer, electronics technician, chemist, dentist, pharmacist, biologist, physicist, marine scientist, draftsman, bacteriologist
MECHANICAL WORK	heavy-machinery operator, auto mechanic, airplane maintenance or repairman, TV or radio repairman, small-appliance repairman, telephone installer, air-conditioner installer, locksmith, machinist, airline pilot, electrician, truck driver, plumber
CLERICAL WORK	office clerk, secretary, bookkeeper, computer operator, order-fulfillment clerk, office manager, file clerk, post-office clerk, accountant, bank teller, typist, hotel clerk, switchboard operator, keypunch operator, office messenger, stock clerk, ticket agent
PERSUASIVE WORK	salesclerk, car or insurance salesman, lawyer, politician, union leader, employment manager, lecturer, travel agent
OUTDOOR WORK	house painter, bricklayer, carpenter, telephone lineman, roofer, farmer, coach, forester, gardener, gas station-attendant, recreation director
SOCIAL WORK	nurse, YMCA worker, teacher, counselor, religious leader, social worker, physical therapist, orderly, home economist, practical nurse
ARTISTIC WORK	artist, photographer, musician, actor, dress designer, model, dancer, interior decorator, commerical artist, cameraman, architect, hair stylist, cartoonist, furniture designer

Two jobs I may like are _____

Review failures as well as success. They can guide you in future planning.

Sunday, October 29, 1972 HOUSTON CHRONICLE

Flunking Out Was the Best Thing That Ever Happened to Her

Flunking out of college in 1959 is the best thing that ever happened to her, says Elizabeth Becker, now a student at University of Houston.

"I was 18 and hated college. I just wasn't ready for it, so I ran away from home for 12 years," she says.

She worked her way through Europe three times, joined the Peace Corps in 1962 and lived in jungles two years, then took a trip around the world "until my money ran out."

She also had jobs in the advertising field, as an auto racing official and as a secretary.

"I spent 12 years finding out what I don't want to do," says the 31-year-old psychology major from Littlefiled, Texas. "Now that I've found something I really like, I'm willing to spend the time at it."

By the time she gets her Ph.D in clinical psychology, she'll be about 38 years old. That doesn't bother her, though, because for the first time she looks at school as a "new adventure."

Ms. Becker, who works in the law library at Bates School of Law, doesn't worry about school fees because she has a scholarship from the Houston Assembly of Delphain Chapters.

The 15 chapters which comprise the assembly have awarded scholarships to UH students since 1930. Most recipients have been in their late teens or early 20s. This is the first time a scholarship has gone to an older student.

Ms. Becker, a junior with a 3.8 grade point average, was accepted on scholastic probation at UH. When her grades improved, she was eligible for a scholarship.

The UH financial aid department arranged an interview for her with the Delphian scholarship committee.

"I didn't think I had a ghost of a chance, not with my background. But I told the Delphians I was going to make it anyway, one way or another," says Ms. Becker.

The scholarship pays for tuition and books, which amounts to $250 a semester. The grant is renewable until she graduates, providing she maintains good grades.

Thirteen UH students currently are on Delphian scholarships, says assembly president, Mrs. James B. Humphrey. Her group raises money by selling advertising space in the program book for the annual Delphian Ball. This year's fund raiser, "It's a Big Beautiful World," will be at 6:30 p.m. Thursday, Nov. 2, at Astroworld Hotel.

HOW CAN I FIND OUT WHICH OCCUPATION IS RIGHT FOR ME?

There may be many right fields of work for you, and many wrong ones. All of us differ in some respects and all of us are not suited to the same types of work. Most of us, however, have talents and abilities that are applicable to a number of occupations. Your problem is to discover which of those occupations is best for you.

To help yourself make that discovery, one of the first things to consider is your interests. What kind of work interests you most? What would you enjoy doing that you can do, now or in the future? Your answers to these questions hold an important key to your working future.

The checklist on the next two pages may be helpful in deciding which work area or areas hold the most interest for you. Although only a few jobs are represented, those listed will help give you an idea of one way to find out in what broad classifications your interests fall. If you find that you are interested in more than one work area, list them in order of your preference. The list will be important in developing an alternative vocational plan.

GROUP A indicates that you probably have an interest in mechanical things—that you like to work with your hands and use tools and machinery.

GROUP B indicates an interest in numerical work—a liking for figures and mathematical calculations.

GROUP C represents a few jobs which could be classified as "technical," and usually reflects an interest in work of a scientific or engineering nature.

GROUP D jobs show a preference for working with people—the selling or promotional occupations.

GROUP E jobs are clerical in nature—indicating an interest in office work and business procedures.

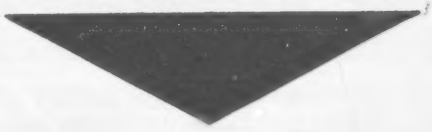
GROUP F indicates artistic interests—a liking for creative activities. Dramatic and literary jobs could also be listed in this group.

GROUP G implies an interest in working out of doors on your own.

GROUP H shows a preference for work with words and ideas as well as with people.

Your Interest Areas May Reveal Some Important Facts

CHECK



If you had to select one or more of the following jobs, which do you think would be the more interesting? Check as many as you find of interest to you and number them in order of your preference.

GROUP A
Auto Mechanic
Handyman in a "Fix-it Shop"
Shop Apprentice

GROUP B
Bookkeeper
Bank Teller
Timekeeper

GROUP C
Surgeon
Analytical Chemist
Draftsman

GROUP D
Automobile Salesman
Sales Clerk
Household Appliance Demonstrator

GROUP E
Stenographer
File Clerk
Comptometer Operator

GROUP F
Musician
Commercial Artist
Wood Carver

GROUP G
Forest Ranger
Truckdriver
Landscape Nurseryman

GROUP H
Lawyer
Minister
Teacher

Texas Employment Commission

WHAT ARE MY APTITUDES?

The ability chart on this page lists the abilities that everyone has, but in differing degrees. It will help give you a broad picture of your own abilities and aptitudes, and will indicate your capacity for learning and doing different kinds of work.

Academic learning ability
Ear for music
Ability to recognize and match various forms
Finger dexterity
Ability to comprehend three-dimensional forms
Memory
Coordination of hands and eyes
Clerical ability to see differences and mistakes in written material
Color discrimination
Ability to understand and use words
Ability to solve problems and use figures

What else do I have to offer?

In addition to your interests and general ability, you very likely have many other qualities that relate to vocational choice. Your school courses and grades, hobbies, part-time jobs, sports and extracurricular activities, aptitudes, personal and physical characteristics, and your likes and dislikes offer clues as to what vocation to choose.

You will find that a "self-inventory" helps bring the real you into focus. It is particularly useful if you have decided you want or need a job now. The "self-inventory" form on the next two pages can be used for this purpose, if you wish. After you have summed up its implications, you may want to destroy it or keep it for future reference. In any case, try to be objective. You want the inventory to reflect an accurate picture of yourself.

SELF-INVENTORY

EDUCATION

Course studies.

School subjects you were best in.

School subjects you did least well in.

School subjects you most enjoyed studying.

Why you enjoyed them.

School subjects you disliked studying.

Why you disliked them.

Extracurricular School Activities

List the extracurricular school activities you especially liked to take part in, and the reasons why.

PERSONAL DATA

List your outstanding abilities, talents, and strong points.

List your weak points.

How well do you get along with other people, your parents, friends, teachers, etc.?

What personal satisfaction would you like to derive from work?

What other information do you feel would be of interest to a prospective employer? Why would this interest him?

JOB EXPERIENCE

List jobs that you have held that you liked best.

What was there about them you liked best?

HOBBIES

List the hobbies and leisure activities that you especially like, and the reasons you enjoy them.

List any additional ones you think you would like to have and the reasons why.

HEALTH

List any physical limitations which may restrict occupational choice.

OCCUPATIONAL CHOICE

Considering all of the above information, list the three jobs which you feel at this time would be most interesting to you and which you can do or can learn to do. List them in order of your preference.

1. Name of job.
   Why interested?
2. Name of job.
   Why interested?
3. Name of job.
   Why interested?

If you could have your choice of any job, which one would you choose?

Why?

List a few of your personal ambitions and tell why you want to achieve them.

How can I find out what occupations offer the greatest opportunities?

There is more to the question of opportunity than meets the eye, for the world of work is always subject to change. New inventions, new enterprises and new industries are entering the picture constantly and then new jobs spring up or jobs change. Think of all the jobs that have come about as a result of the development of the aircraft, automobile, chemical, and electronics industries.

On the other hand, while industrial development creates new kinds of jobs, it may cause others to die out. As a result, some skills needed today may become obsolete, even within the span of your working life. So, in order to make a wise occupational choice, you should examine the question of opportunity from all sides.

YOU SHOULD KNOW

The immediate and future prospects of employment in the occupations which interest you and which you are capable of learning.
The educational and other requirements for beginners.
The kind of additional training needed and where you can get it.
The range of salaries or wages.
The general job setting.
The opportunities for advancement.
Where employment opportunities exist, in your local area and elsewhere.

For this information you can get help—

from a number of places and people in your community. A visit to the nearest Texas Employment Commission office should be at the top of the list in your fact-finding search. There you will find reading materials about a great variety of occupations.* In addition, an employment specialist will explore opportunities with you and help you relate them to your aptitudes, interests and needs. The time to start gathering these facts is now.

Other People and Places That Are Worthwhile Sources of Occupational Information Include:

- The School Counselor
- Local Labor Organizations
- Visits to Places of Work
- Vocational School Classes
- Chamber of Commerce—Men's and Women's Service Clubs
- Business, Industrial and Professional Men and Women
- School and Public Libraries
- Friends and Relatives

Will additional education and training help in finding work?

You will find that many beginning jobs in a number of vocational fields require a high school education. Some require high school plus some vocational or technical training; others require a general college degree, while still others require both college and graduate degrees. That is why it is important to know the general direction toward which you wish to aim in life.

Would summer or part-time job experience help?

Any work experience may be helpful to you later. Besides providing basic training and a way to earn money, summer or part-time work also offers the opportunity to try out your interests and aptitudes, to learn working conditions and to ease the transition from school to a full-time job.

Do I need an alternative vocational plan?

Yes. Many known as well as unforeseen factors can influence vocational plans and make a change in plans feasible. A second and third check of your work interests, education, training, job experience and other personal data will help guide you to an alternative plan.

Some occupations for high school graduates where there is a demand for more workers:

Drafting
Tool and Die Making
Mechanical Repair
Skilled Construction Workers
Offset Pressman
Auto Body Repair
Repairing Appliances and Equipment
Electronic Trainee
Engineering Aids
Stenography
Typing
Beauty Operators
Hospital Attendants
Sales Clerks
Sewing Machine Operators

Some examples of occupational fields for college graduates where there is a demand for more workers:

Engineering
Science
Mathematics
Medicine
Teaching
Recreation Worker
Laboratory Work
Nursing
Library Work
Social Welfare
Pharmaceutical Research
Home Economics

REMEMBER . . .

- Study many occupations before choosing one.
- Then study many aspects of that occupation.
- Consider where the job will lead, not just what it will pay at the start.
- Get the necessary training for the vocation you choose—at night along with a job, if necessary.

AN ENCOURAGEMENT LABORATORY

- - - Mary Elizabeth Schell

One day career teachers went to school at the Veterans' Hospital. The class met at 3:30 p.m. with Dr. Walter O'Connell, a staff psychologist. He generously agreed to assist teachers in the guidance of self-analysis and goal planning.

To prepare for the meeting, teachers saw a video tape of a panel discussion on "Democratic Behavior." Dr. O'Connell, the moderator, was joined by a priest, Rev. W. D. Salisbury (747-9595), Dr. Pattye Kennedy, a psychologist (692-6216), Rev. Ouellet Maurice, Director of Life Style Community Center (522-7911 Ext. 251), and Mr. Bill Helton, a graduate student employed in the Human Resource Department for the Houston Independent School District. Mr. Helton has completed all his work for a doctoral degree in psychology.

The panelists stressed each individual's responsibility in family and classroom group decisions pertaining to behavioral criteria. All agreed that each person, regardless of age, sets an example of behavioral patterns which speak louder than theories or punishment.

Teachers who wanted a detailed follow-up to analyze behavior, introspection, and goal planning were told to call the people on the panel. Each one offered assistance in organizing study groups. Interested participants outside of Houston might also set up study groups through their local university leaders, churches, or professional psychology organizations.

A summation of the panel's suggestions included: Comprehensible guide lines for behavior; the "practice what you preach" rule; a sense of humor, the ability to listen as well as to talk; the recognition and admission of imperfections within ourselves, and an awareness of the right of imperfection within everyone else.

With the video tape as a background, the teachers came to class armed with ammunition of classroom problems versus theories expressed by the panel. Dr. O'Connell listened well. He heard strong complaints of students' negative reaction toward professional assembly programs. Music and skits had been presented to encourage career interest, but the audience soundly rejected the performances.

He listened further as teachers complained about student unrest and discontent in the classrooms. Finally he listened to the teachers' explanations of negative or a void of communications from parents. Dr. O'Connell gave theoretical reasons for each example of unacceptable behavior. He then prescribed solutions based on theories summarized in the video tape. One by one, the teachers questioned the relevance and implementation of democratic behavior in career classes.

Finally, Dr. O'Connell assumed the role of a disinterested, disgruntled parent. On the stage he became a negative parent. His demonstration was a reaction of a father who had received a career teacher's note asking for help in one of the following ways: information and pictures that explained his job (a mechanic); assistance with study tours; or old newspapers that could be used in the classroom. He was angry about the note because "My kid never was proud of me or my job, and my boss sure don't want me wasting time with that little camera you wanted to send home. That note means trouble just like all the other notes the kid brings home. No good comes from any school notes. They all spell trouble."

Through the years the parents had received so many negative reports from teachers that now the sight of any school communication made him and his wife boil. The fury usually resulted in angry words, then no communication between him and his wife.

"The kid is no good; he don't care about nuthin' but writing poetry, picking a guitar, and smoking grass."

Hate toward himself and the school began to build up in his emotional retorts, but the real feeling did not became clear until Mr. Ted Schneidler, a teacher in the audience, volunteered to take the part of the father's inner thoughts. Ted put reason behind the spoken words, and the irate father began to make sense to his audience. The inner voice said," I don't like my job; it's dull and boring. No wonder the kid isn't proud of me. Sometimes I really like that kid. I wish I knew him better. He seems to have more courage than I do in picking jobs. Who am I kidding? He goes along with the crowd. How do I *know* he smokes grass? I never found it on him; why can't he accept the grind of life and be a mechanic like his brother? His poetry and music *(censored)* are for sissies. He's a failure and everybody's blaming me.What can I do? I'd like to help, but I don't know how. The schools should have the answers but instead they keep blaming me. My wife blames me. Everybody is passing the buck—aw— I don't know. What the ††††† do people expect of me?"

The uncomfortable father clearly revealed his fear of making mistakes. This fear had made him a drop-out parent. The climax of the demonstration came when a teacher agreed with some of the attacks on school procedure: "Maybe I made too big a deal over the note. I make mistakes, too; you know, I'm only human," she said.

"Ma'am, that's the first time I've ever heard a school teacher say she makes mistakes," the father responded warmly.

Tension eased and communication improved. The parent and teacher began to agree on tolerance of imperfections within themselves and others.

The anticlimax of this study came the next day when an enthusiastic teacher, Mr. R. B. Parnell, related his experience with a student. The stage demonstration on Wednesday became a reality in his classroom on Thursday. A sobbing young man came to his teacher to say, "My father has just thrown me out of the house." Mr. Parnell said he was able to listen and respond effectively with positive guidance. "My answers were based on Dr. O'Connell's encouragement laboratory. It really works!" he said.

KNOW YOUR SPECIAL TALENTS

--- Mary Elizabeth Schell

"Do you have any catsup?" Hugh, a teenager next door asked. "I'm making a movie with my two little brothers as the stars. You see, I've written this war story; so I need catsup for blood."

Soon the backyard was filled with music, action, and catsup. Flags waved proudly as victory came to the two little brothers. The cinema was a triumphant success.

In a few years Hugh graduated from high school and went away to a real war in Vietnam. The Navy found that his backyard talents were very valuable in their photographic labs; so his military years brought training and experience in photography and writing.

When Hugh returned to civilian life, he decided to make his home in Houston. He and his wife were involved in a variety of jobs, but his interests in writing and photography were so strong that he kept thinking, "What can I do to use my talents in my own business?" Finally, he decided on a weekly newspaper for motor enthusiasts. He studied the market and found the demand for recreational products was increasing. There was a need for a publication that would serve advertisers of recreational products; thus a new paper *Autolife* was born.

Friends not only wished Hugh well, but they eagerly helped him with their time, skills, and muscles. The first week's profit was $200.

This is a true account. It appears to be the beginning of a success story for a young man who is not much older than you. If you want to find your answer to rewarding work, follow his example. That means *know your own special talents, find a need for your service or product, and build up teamwork through wise planning.*

AUTOLIFE NEWSMAGAZINE

VOL.: NO.1 PUBLISHED WEEKLY THURSDAY MARCH 15, 1973

Introducing A New Publication For Motorists

Motorists in the Greater Houston area now have a new publication to serve their particular needs. AUTOLIFE NEWSMAGAZINE, a weekly publication located at 3478 Ella Blvd. will direct itself toward providing the city and surrounding area with a common market for services and products related to automobiles, motorcycles, go-carts, racing and sport cars, Rec-V's, boats and trailers.

"We want to be a paper which will interest both the average motorist who wants a faster, safer way to work, in a better car, and the car or motorcycle enthusiast who also looks at driving as a sport or hobby," said Hugh LeVrier, President of the Autolife Corp.

AUTOLIFE NEWSMAGAZINE intends to keep the public abreast of local club activities, rallies and local races, and invites members to join the publication in building interest in the Houston area sport scene.

The newsmagazine will run free classified advertising for persons wanting to buy. sell or trade anything in the market of vehicles, spare or racing parts, tools and automotive accessories.

"We hope that AUTOLIFE NEWSMAGAZINE will become the place to shop for cars, new or used, parts or tools for the backyard mechanic," said James Darby, general manager of the publication.

"Enthusiasts need a trading post to find old or rare parts, or racing equipment for their cars," he continued. "We think this weekly format can provide a real service to the motoring public. And with our feature stories on new cars, local personalities and events, local interest in sport motoring should be improved."

"Houston is ready for the paper and certainly local club members and racing teams deserve more attention and support from the local media than they have received in the past. I hope we can help change all of this," he concluded.

AUTOLIFE NEWSMAGAZINE is accepting news or pictures of local events. Drop by to see us.

SELF-ANALYSIS THROUGH IMPROVISATIONS
PURPOSE OF ROLE PLAYING

- - - Mary Elizabeth Schell

1. Why—Help students see a reason for behavior on the part of individuals and groups. Acceptance can follow when reasons are understood.

2. Others—Help students develop the ability to experience feelings of others. Eventually concern for others may follow.

3. Tension—Help students find a character act which will give them a release for pent up feelings.

4. Diagnose—Students often show their hidden feelings when they act out another character.

5. Improvement—Self-concept can be enriched if students are allowed to play roles that bring about peers' approval.

6. Problems—Solutions can be reached within the minds of the students if oral exchange of ideas is directed wisely.

Procedure for Role-Playing:

1. State Problem—Read the story or explain the confrontation
2. Choose actors
3. Prepare audience
4. Explain stage setting
5. Act out play
6. Discuss alternates for decisions
7. Evaluate

SELF-ANALYSIS – HUMAN VALUES AND ETHICS
OPEN END STORIES FOR SELF-ANALYSIS

- - - Mary Elizabeth Schell

Each incident in the following stories was a real situation that occurred recently in the life of teenagers whom this writer knows.

The teacher or a good student should read aloud the following stories. Students should be ready to end the stories either on an individual basis as a narration or as a group presentation in an improvisation.

The teacher should prepare the introduction and follow-up of each story. The class should be made aware of the morals or ethics sometimes found in work situations.

When should a worker compromise? This question can be answered more easily now than when the students are actually on a job. Thinking ahead gives practice in real life problems and reduces shock that may occur if individuals have not been made aware of moral problems that may rise to the surface in the world of work.

THE PETRO-GO-GO STATION
(Duties vs. Human Concern)

John had worked as a gas attendant at Petro-Go-Go Station for five years. He filled gas tanks; cleaned windshields; checked tires, battery, oil; and attended to all needs of the automobile. Customers liked John. He was always willing to do little extra services with a pleasant attitude.

A new owner has just bought the station, and he wants to keep John as a station attendant. He has explained new duties to John. These duties include only cleaning the station, stocking shelves, and making change. Petro-Go-Go has now become a self-service station.

Mr. Jacobson is an elderly man who has traded at Petro-Go-Go ever since John had worked there. He is on a limited income and is unable to stoop or do very much because of a heart condition. Mr. Jacobson has just driven up to the station. He expected John to come out with a big smile and service his car as usual. Since this is a self-service station, John's boss has said, "No service." Let's see what happens.

THE FAIR PLAY GROCERY STORE
(Management vs. Honesty)

Bill has applied for a job as a checker in the Fair Play Grocery Store. The personnel director liked his application and was well pleased with the personal interview; however, he explained that Bill would be hired as a sacker and could work his way up to a checker. That seemed fair enough. Bill worked hard, and in six weeks he received a pay increase of ten cents per hour. His new duties were stocking counters as well as weighing and marking the price of fresh produce selected by the customers. Bill had good eye sight and sharp eyes. He was able to figure prices quickly. The produce manager explained to Bill that he was supposed to charge an extra penny on any item he weighed and priced. Most everything would come out between whole numbers; so it wouldn't be asking too much to add a penny to *all* produce that was weighed. No one would miss the penny or question it. "After all," the produce manager explained, "some of the produce will spoil and transferring this small change would be beneficial to everyone. It is just good business. Everyone does it." Bill wasn't sure about that. He went home that night and did some serious thinking. Let's listen to Bill's conscience arguing with him.

LARCON'S CLOTHING STORE
(Owner vs. Truth)

Jane was hired to clerk in Larcon's Clothing Store. It was her first job, and she was eager to please her employer and the customers. The store owner required that all clerks must mark the merchandise for a fire sale. Jane asked about the cause and location of the fire. Her questions were ignored. Finally, Jane realized that she must not ask any questions if she wanted to keep her job. When communications are bad, there is often something wrong, and no one wants to discuss it. This was an unpleasant truth learned only on the job at Larcon's Clothing Store. Jane remembered her mother's advice, "Keep your eyes open and your mouth shut." That is just what she did when customers began to quiz her about the "fire sale" merchandise. A manager overheard Jane's attempts to avoid customer's questions and realized that she needed help. After the customer left, the manager said, "Jane, sometimes business has to stretch the truth a bit. This merchandise was not really in a fire. *Where* goods come from and *why* it is on sale is really none of your business. You are just a clerk. Understand? Do not try to go beyond your duties as a clerk."

Jane went home that night to do some serious thinking. She had read about stolen merchandise being sold at some local stores. Now here was fire sale merchandise that had not been in a fire. Why? What should she do now about her job?

THE DISCOUNT STORE
(Minimum vs Maximum Sales Tax)

Mr. Z opened some discount stores. Many teenagers were employed to stock the shelves and check out customers. Instructions for adding sales taxes were given. Tom and Marie were hired as checkers. They had studied business and office careers in Career Orientation, so they knew that the sales tax for Texas is 4 percent on each dollar and the city sales tax for Houston is an additional 1 percent. That means an additional 5 percent (.05) sales tax would be added to each dollar spent except for prescriptions and food. What a surprise was in store for Tom and Marie when Mr. Z ordered all clerks to add a sales tax to each item of ten cents or more rather than to the total bill. In other words, ten items that cost ten cents each would have a one cent tax added to each dime that was spent. That would result in a ten-cent tax on a dollar rather than five cents as designated by law. Tom and Marie looked at each other with a puzzled glance. Why was Mr. Z charging customers extra taxes by adding a tax to each little item? How could Tom and Marie explain this to customers? How could they explain it to their own consciences? Let's listen to their telephone conversation that night.

What's happened to humor?

By H. D. QUIGG

NEW YORK (UPI) — What has happened to funny stuff in America? Where has it all gone? There don't seem to be any gags being passed around among friends or on the streets. Thigh-slapping stories, once bountiful, have dwindled to a precious few.

You don't have people like Fred Allen going to the west coast and remarking: "California is a fine place to live, if you're an orange."

Or Robert Benchley, who had a running bonhomie with his bank, paying off at a party at 4 o'clock one morning and signing the check: "Dear bank, having wonderful time, wish you were here. Bob."

Or Joe Frisco, the stuttering comic, taking a friend to his hotel room and phoning the desk clerk: "I have a c-c-complaint. They's t-t-two people in this r-room and only one B-B-Bible."

This kind of compulsive joviality, according to pulse-takers of the droll, seems to be in deep doldrums. A sort of buffo downswing. The general tendency is to blame the harsh times for this — the perilous state of the world and the brutality upswing begetting a humorless mood.

Comedian Sam Levinson who is writing a book about the change in eras, disagrees with this theory. He says the trouble lies with the quickening life's tempo.

"I'll tell you the reason you hear fewer gags on the streets," he said. "People don't talk to each other. They're too busy. Then they go home and have a quick dinner and sit and stare at television for three hours. When there is no dialogue, how are you going to get joke-telling among people?"

"There's a general impatience. I don't see people sitting down and chatting anymore. People have no patience with humor. You get a man on TV who's telling a joke, and if he's not getting a laugh before 10 seconds, people think it's deadly. Will Rogers in his day could stand and think that long, without saying a word.

"Today a performer has to get a yak every four seconds to be in tempo. This is not really a humorists' era. It's a gag writers' era. It's flash humor — instant laughs."

Despite the grave times, Levinson says the material is still there to be made fun of: "Human life has never changed. Man has always been up the creek. But the attention span is getting shorter."

So where is humor going? The way of the chicken in the supermarket. It comes in parts rather than the whole chicken. Humorists need to go into depth to discourse on a subject.

"The fragmentation of the animal kingdom is in the supermarket," Levinson said. "Chicken by parts — you buy 14 breasts, five legs. I call it Picasso poultry. You buy fish by parts.

"You can't get greatness with just parts — not great humor. The contemporary prayer is: Dear Lord, grant me the gift of patience — and I want it now. This is part of the whole problem. The punch line has to be now."

Okay, so how's this for a punch line: Slow down — and laugh.

Houston Chronicle February 8, 1972

DESIGN FOR CONTINUED SELF-ANALYSIS AND PLANNING BY PRESENT AND EX- O. O. STUDENTS THROUGH A CAREER CLUB

- - - Mary Elizabeth Schell

Goals

Apply needs, interests, and abilities of all members. Other projects can be correlated with the Career Club. The club must serve as a framework for learning through a voice in developing and building sound attitudes and values.

Procedure

Tie the club in with inter-community. Make programs largely social and recreational. Allow and encourage the club to function under its own leadership but provide guidance when needed. Provide opportunities to make everyone feel important. Stimulate discussion, self-improvement, and planning through questions and suggestions. Make advanced plans for opportunities of tours, movies, and community projects that will be a privilege after school hours. Center activities around one project each semester.

Members

Encourage all members of the faculty, community, and student body to participate. Good conduct and cooperation are the only requirements.

Time

The frequency of meetings and the length of time in each session will depend on the leaders and members. Democratic action should be encouraged.

Projects

The group may want to center its attention on food, sports, or some other subject that is of prime importance to the majority of members. Principles, planning the future, safety, money management, and community involvement can be given emphasis; the club meeting can serve as a workshop for activities at all levels of ability. Members should be encouraged to seek knowledge outside the strict subject matter of the chosen project. Recognition and reward for extra services should be a vital part of the sponsor's plans.

INVOLVEMENT
(For the Student)

Busy people are involved. They are not spectators sitting on the side line. Everyone has a special talent that helps him get involved in a rewarding career.

Three ways to get involved are through hobbies, volunteer work, and a job that pays money. Often working for no money leads to a job that pays well.

Hobby leaders are found in your school, your community, and in business. Examples of organized hobby leaders are County Agricultural Agent and scouts. Phone these organizations for help. The County agent's number is 228-8311, ext. 402; the Boy Scouts' number is 224-9111, and the Girl Scouts', 523-7315.

Volunteer leaders are found in the Red Cross and Amigos. Get involved with other teenagers who are volunteering to build a better world. The Red Cross number is 227-1151 and the Amigos number is 782-5290.

Part-time jobs may be located by applying to fill needs found in your neighborhood and by reading want ads. The Texas Employment Commission also will be glad to help you. The number is 225-1711.

Write the kinds of jobs you think you can do well. Write your qualifications. Practice reading what you have just written.

Getting involved:

Job opportunities for volunteers

FISH — This volunteer group with the unusual name is badly in need of new members to do its work throughout the city and in out-lying areas.

Fish is an inter-denominational group of volunteers who have adopted this brotherhood symbol as their own. They work in geographic units, mostly serving people in their general neighborhood.

They work on a first-name basis only; calls for aid come through a main switchboard. A coordinator receives the message and then alerts Fish volunteers who have donated their time that day.

It is an opportunity to do volunteer work on one-to-one terms and in your general area. If you're interested in working with the Fish unit in your area, check the information below.

Fish Westbury: One day last week the coordinator of this unit was desperately looking for someone who could take a neighbor to his physician's office for regular checkups over a two-week period.

The neighbor was looking for transportation before he underwent eye surgery. After his surgery he would be unable to drive for two weeks and would have no way to get to his doctor's office for post-surgery exams. He needed rides he could count on.

The coordinator had a volunteer for this day or that day of the month, but the schedule was too spotty at the moment for her to promise the man assistance. The Westbury unit basically has a need for MORE people to fill out a schedule — people who can say I'm available for the "first two Tuesdays of each month" or something similar.

Westbury's big job is providing transportation for people to the Texas Medical Center or to medical offices.

For Westbury Fish, call 723-7625.

Fish Main St.: This unit needs 65 to 70 volunteers. The coordinator would like enough people to provide a volunteer each week day from 9 a.m. to 5 p.m., plus back-up people for the same days and hours.

The main job is transportation to and from the medical center for people who can't physically handle a long bus ride or the walk to the bus stop and the wait.

One request the unit has been unable to fill: A woman needs half an hour or an hour a week to do her greeery shopping, just to step out of her home for awhile. She can't because of her husband who is suffering from muscular sclerosis. She needs someone who will stay with him while she is away from the house for a brief period.

Fish Main St. also has a number of young-adult members who are organizing a Fish Pantry to provide on-the-spot-food, mostly canned goods, for those who are caught between no food and getting on the food stamp program. The pantry Fish members need volunteers to help them deliver the food. They could also use cash donations.

This unit covers areas like Montrose, the Third Ward, the Rice University Area. Call 528-0280.

Fish Pasadena: About half the requests to this group are for transportation needs within the Pasadena area. The other requests are for rides for neighbors to the medical center or to doctors' offices outside Pasadena. Volunteers are needed in Deer Park which this unit also serves.

"We're a bunch of untrained people who haven't much to give, but love," said a coordinator. For Pasadena Fish, call 472-4738.

Fish Washington-Katy: Almost 100 per cent of the calls for help to this unit are from elderly people in the area who need rides to medical appointments. The unit averages a call a day and it needs at least 30 new volunteers.

This unit is a year old. Five area churches support the unit. The area Fish members are both non-church goers and church goers. Area men have volunteered their evenings but most of the calls come during the day so there is a need for men who can devote daylight hours to the volunteer work.

If you live in this general area, call 224-8793.

There are other Fish units we were unable to contact. If you live in the following areas, contact:

Fish Heights: 861-9056

Fish Spring Branch-Memorial: 468-9411

Fish-LaPorte Clear Lake Area: 448-0897.

Fish Southeast: 523-1717

When you call the above numbers, your name and phone number will be taken by an answering service, switchboard-style. A coordinator from the Fish unit will contact you.

Houston Post

Oct. 16, 1972

Youth saves 3rd child in recent months

Houston Post – January 13, 1973

By ERNEST BAILEY
Post Reporter

Saving the lives of children has become a habit for 15-year-old Larry White.

The Ryan Junior High ninth grader accomplished such a feat Thursday for the third time in recent months when he gave mouth-to-mouth resuscitation to a 14-month-old baby who had been rescued from a fire in an apartment in the rear of 3011½ Cleburne.

Two men pulled three children to safety through a window from their burning home at 3931 Purdue shortly after 2 a.m. Friday. The efforts of Charles R. Hartwick, 31, of 7402 Flowerdale and Douglas A. Findley, 28, of 4508 Suffolk, a distributor for the Houston Post, to rescue the parents were unsuccessful.

White, who lives at 3020 Isabella, said he was going to a friend's home when he saw two men beating on a door where an apartment was on fire.

The door was locked from the outside and there was no

Houston fires/page 17A

reason to believe anyone was inside, investigators said.

Larry said he gave his coat to a woman who had escaped from an upstairs apartment at the same address to protect one of her babies from the cold weather.

He recalled he then tried to go in the lower burning apartment, but there was too much smoke and he could not see.

"We waited until the firemen came and broke into the apartment," Larry said.

"One stuck his head out of a window to catch his breath and I took the screen out for him.

"I went back around front and one of the firemen ran out with a 2½-year-old baby that was still breathing. After the baby was administered oxygen it was all right.

"Then District Chief Donald Crowder brought out the 14-month-old baby which was not breathing and asked for someone to help. We kneeled down. He put the baby on his knee and I gave mouth-to-mouth resuscitation.

"The baby was soon revived. Chief Crowder said the baby was all right."

Crowder and Fire Capt. Paul Carr credited Larry with saving the baby's life.

Both children were taken to Riverside Hospital where they were reported in good condition.

When the firemen broke in they found a chair next to a heater on fire.

Larry said he learned mouth-to-mouth resuscitation while taking training to be a junior life guard at Jack Yates Senior High.

The youth, who works after school at the Drew Allen Day Care Nursery at 4115 Caroline, and Ronald Ogletree rescued two boys — aged six and seven —from a burning duplex on Cleburne on Dec. 7.

"Ronald, Patrick Williams and I were passing by and saw flames coming from a back window in the 2700 block, I believe," Larry recalled.

"While Patrick ran across the street to his home to call the fire department, Ronald and I got the two boys out. They were all right. They had been playing with matches and started the fire."

Larry rescued a 10-year-old boy from drowning in the Emancipation Park swimming pool early last summer. The boy had gone down in the middle of the pool.

"I was able to hold his head above water and get him out before he swallowed too much," the youth said.

Larry had won four first place ribbons nd a trophy for various events in swimming meets at Emancipation Park.

Teenaged hero gets special day

Mayor Louie Welch proclaimed Wednesday Larry White Day in Houston to honor a three-time hero.

White was credited in helping to rescue several children in two fires and pulling a 10-year-old boy from a swimming pool.

The 15-year-old Ryan Junior High student got a standing ovation from the City Council audience after Welch presented the proclamation.

"I wish it were within my power to extend to you the Carnegie Medal for heroism, but that's in somebody else's hands," Welch said.

Success brings on more success, so we want to find something in the lives of others and in our own lives to give us encouragement. Finding successful areas in our lives is the beginning of goal planning.

Houston Chronicle
January 24, 1973

Developing hobbies in leisure time is a relaxing and rewarding way to prepare for careers.

Houston youth Bug winner

This week's Cartoon Bug features a local winner—Carlos Fragoso Jr., of 9611 East Avenue J in Harrisburg. Fragoso, 18, recently graduated from Milby Senior High School. He is presently working at the Main Street J. C. Penny's store and is studying data processing in night school.

Despite his success in this and other drawing contests, Fragoso has no ambitions for a career in art. His cartooning, he says, is mainly done for his own amusement and that of his close friends.

"I like to do funny stuff," he said. "I've been drawing since I was very small. It's a nice hobby and it relaxes me."

Sunday, October 15, 1972, THE HOUSTON POST

Cartoon Bug

The Bug pays $10 for original cartoons printed in The Post. If high school age or under, send your entires to Cartoon Bug, c/0 Spotlight, The Houston Post, Houston 77001. Include a stamped, self-addressed envelope if you want your cartoon returned.

PLANS FOR THE FUTURE

Educational Goals

(Discussion and background information compiled by Mrs. Mary Elizabeth Schell)

Need of High School

"One student out of every four will drop out before completing high school. He will become the last hired and the first fired in today's labor market.[1]

"Unemployment of youths with an eighth-grade education or less is four times the national average. Jobs filled by high school graduates increased by over 40 percent in the last decade. Jobs for those with less schooling decreased by 10 percent."[2]

Need of Community or Junior College

In order to bridge the gap in a rapidly changing world, schools are needed for adults to continue education. The very nature of work keeps changing with new technical advances. "as the demand for more education and specific occupational skills increases, the community college seems to be a promising idea. Technical and highly skilled areas usually require one or two years of education beyond the completion of high school.[3]

Need of Four-Year-College

Some professions require one or more college degrees. This means the government or private companies sometimes require certificates that cannot be awarded until graduation from four or more years of college, but "College is no guarantee of a happy career, a successful life, or even a mark of achievement. No student should be counseled to go to college unless his studies will lead to a goal set by that student. It does not have to be a career goal, but it must be one personal and relevant to the student, not to his parent or teacher."[4]

"According to projected statistics, by 1975 America will have 3.3 million more college graduates than will be required."[5] Perhaps one reason is the lack of career information before choosing a course of study. In a recent study about college students, "the most important finding about how the environment affects the student's educational and vocational plans is that the student's field of study and career choice come to conform more and more to the choice of his peers. This pattern of effects was particularly evident in the case of careers in engineering, teaching, law, and business."[6]

Statistics show the importance of the students' achievements and career choices at the time of entering college. "The implication here is not that his choice of a college is unimportant but rather that the college environment is of little importance compared to his initial input characteristics."[7] "The implications for manpower policy and planning are clear."[8] "While America fools many of its young by linking job opportunities to diplomas and degrees from schools that provide sometimes pitifully inadequate experiences, the demand for a better educated work force has grown in relation to changes in the mix of occupations accompanying technological and other changes in American industry."[9]

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[1] Grant Venn, *Man, Education, and Manpower* (Washington: American Association of School Administrators, 1972), p. 92.
[2] Ibid, p. 92
[3] Ibid, p. 101
[4] Ibid, p. 98
[5] John K. Folger and Charles B. Nam, *Education of the American Population*, 1960 Census Monograph (Washington, D.C.: Government Printing Office, 1967) p. 174.
[6] Alexander W. Astin and Robert J. Panos, *The Educational and Vocational Development of College Students* (Washington, D.C.: The American Council on Education, 1969), p. 141.
[7] Ibid, p. 143.
[8] Ibid, p. 143.
[9] Ivar Berg, *Education and Jobs: The Great Training Robbery* (New York: Praegar Pub., 1970) p. 10.

PLANS FOR THE FUTURE

1. What do you plan to do when you leave high school?

   ____ go to college
   ____ go to a technical school
   ____ go to a trade school
   ____ other plans, what are they? _____

   ____ go to business school
   ____ go to work
   ____ enter military service

2. State the chief reasons for your plans indicated above. _____

3. If you have decided upon the particular school or college that you plan to enter after leaving school, name it. _____

4. Give reasons for your choice. _____

5. What do you enjoy in life more than anything else? _____

6. What achievements in school have given you greatest satisfaction? _____

7. What occupations or fields of work have you considered for your life's work?

   1st choice _____
   2nd choice _____
   3rd choice _____

   Reason for first choice _____

8. When did you begin considering this choice? _____

9. If you could do just as you wished, what would you want to be doing when you are 30 years old? _____

10. How much schooling do your parents or guardians want you to complete? _____

11. What career field do your parents or guardians want you to follow? _____
    _____ Why? _____

12. What high school subjects will help you most with the job of your choice? _____

_____

13. What physical and moral qualifications will be needed in the job of your choice? _____

_____

14. Must you get additional training to qualify for promotion? YES ☐ or NO ☐

15. Are there related occupations to which this job may lead either with or without more training? YES ☐ or NO ☐

16. Will you be required to buy your own tools, instruments, or uniforms? ____ Estimated expense ____ .

17. What are some of the jobs? _____

_____

18. What are the work hours? _____

19. Is there additional pay for overtime? YES ☐ or NO ☐

20. Are there seasonal lay offs? YES ☐ or No ☐

21. Is membership in a union or professional organization required? YES ☐ or NO ☐

22. What firms in your chosen occupation are in our city or within comuting distance? (Use the Yellow pages of the telephone book)

1. _____
2. _____
3. _____
4. _____

23. How much competition? _____

_____

24. At the present time, what is the salary range for an entry level job of your choice?

1. Lowest beginning pay _____
2. Highest beginning pay _____

25. What do you like about your choice of a job? _____

_____

26. What do you dislike about your choice of a job? _____

_____

27. Does this choice of a job involve working with your hands, with your mind, or with both?

_____

28. Do you have any hobbies or volunteer projects? If so, name them. _____

_____

29. What certificates and/or diplomas are required in your chosen occupation? Certificates _____ Diplomas _____

30. How can you qualify for the certificates? (listed in 28)_____ the diplomas? (listed in 28)_____ ?

ROTC Stresses Leadership

The Reserve Officers Training Corps (ROTC) of the Houston Public Schools will begin its 1972-73 campaign with approximately 2,584 cadets, 10 per cent of these being females, according to Major DeForest Jones, director of military science.

Every senior high school in the district has an ROTC program. Four schools offer Navy ROTC and the rest Army ROTC.

Contrary to common belief, the ROTC program involves more than just marching up and down a parade field, according to Major Jones.

"We stress leadership training," he said. "Leaders are made, not born, as the old saying goes."

Several changes will take place in the ROTC program this fall, among these being the issuing of lightweight green uniforms and a completely revised curriculum to reflect the latest principles of leadership.

More benefits are slated for female cadets now that formal recognition has been accomplished.

"Our female Cadets will receive the same benefits and privileges as the male Cadets," Jones said.

Some of these privileges include the issuance of uniforms eligibility for ROTC scholarships, and being able to enter the armed forces as an E-2 or E-3.

Entering the Army as an E-3, or Private First Class (PFC), means getting an extra $45.00 per month.

Not only that, but students will enter the armed forces with a solid background of military customs and courtesies.

ROTC training in HISD is quite extensive, covering such areas as leadership, military history, map reading, tactics, marksmanship, communications counterinsurgency, weapons, hygiene and first aid, and for the Navy, this includes naval orientation, naval customs and traditions, oceanography, meterology, navigation and seamanship, astronomy, and piloting.

Enrollment will be about the same as last year, with the exception of Stephen F. Austin Senior High School, which will have an expected enrollment of 250 to 300 cadets as compared to 160 they had last year.

Jones said the program was supplemented with many activities, such as drill competitions, bivouacs, rifle competitions, parades, ceremonies, and summer camp.

Examples of special courses to meet the interest and needs of high school students and adults

Religious Training Offered

The Institute of Religion in the Texas Medical Center offers a graduate program in theological education.

Founded about 14 years ago because physicians in the center recognized a need for clinically trained clergymen, it is inter-faith and supported completely by private donations.

More than 4000 persons including nurses, physicians and clergymen have taken courses there. A one-year course in clinical pastoral care, marriage and family studies, interdisciplinary research and ethical studies is offered.

About 75 persons a week from the Houston area receive personal counseling at the institute's large, contemporary style building at the center. But the center is not primarily a service organization—it functions as a graduate school as well.

Vocational Courses Expanded During Coming School Year To Include Media Technology

The Occupational and Continuing Education Department of the Houston Public Schools will start the 1972-73 school year by offering 26 new course units in addition to the wide array of present vocational course offerings.

The new units will be in Vocational Office Education, Distributive Education, Industrial Cooperative Training, Home Economics Cooperative Education, Music Instrument Repair, Drafting, Small Engine Repair, Coordinated Vocation-Academic Education, and a Combination Homemaking and Pre-employment Laboratory in Child Care.

The most innovative course this fall will be in industrial media technology.

This course will train a student to become a media technician, either for television or filmmaking.

Course work in media technology will include videotape, cameras, audio equipment, lighting, special effects, editing, copying, maintenance, props, scripting, studio procedure, film, and many more related topics.

Students interested in media technology, or any one of our occupational programs, should contact their school counselor or one of the three vocational testing centers — Johnston Junior High, Fonville Junior High, or Houston Technical Institute.

'MASPI' Program to Aid Latin-American Students

The Houston Public Schools will continue the Mexican-American Student Parent Involvement (MASPI) program which began last year to halt the alarming dropout rate of Mexican-American students in the district.

The program began in September of 1972 with funds from the Emergency School Assistance Program, Title 45. Funds for the school year 1972-73 have yet to be allocated.

Reports show that Houston Public Schools lose approximately 4590 Mexican-American students each year from all 12 grades.

The MASPI program last year centered around 11 social workers who worked directly in 19 district schools which had a large percentage of Mexican-American students. Their work included counseling with students, parents, counselors and principals. Urbina said that the program may be expanded to 20 social workers.

The social workers have unusual working hours. They are on duty from 1:00 to 10:00 p.m., Tuesday-Saturday.

"Such a schedule is necessary because to conduct an effective program of counseling with students and parents, home visitations must be at night when the parents are not working," Urbina said.

The MASPI program is two-fold. The social worker is located in the school where the parents and students can come and talk freely about their problems, and talk in a language that they know.

Secondly, the social worker makes home visitation to students who have excessive absences; work closely with the parents to help them eliminate the problems that cause the absence, whether it is a lack of clothing, illness or misunderstanding about the importance of education.

The MASPI program is geared to help close the gap between the school, the Mexican-American home and the Mexican-American student.

"Many times the problems are due to the lack of confidence a Mexican-American student has in himself, and this is something the MASPI social workers have found," Urbina said.

New Waverly Project To Reduce 'Negative Behavior'

The Houston Public Schools is providing a special kind of help and instruction to boys at the Gulf Coast Trades Center at New Waverly, Texas. The enrollment is comprised of boys who, for one reason or another, may never finish school unless they are provided with a program that is designed to meet their special needs.

The center, often called the New Waverly Project, is located on an 80-acre site in the Sam Houston Forest, and is made possible by the district and the Gulf Coast Building Trades Council through local, state and federal funds.

Students ages range from 14 to 16 and are referred to the center by the Houston Public Schools and the Harris County Probation department attendance is on a voluntary basis and all students are screened before entrance.

"Our goal is to remotivate these students to go back to public school or to enter an apprenticeship program," said John A. Driskell, director of the center.

"Our primary purpose is to reduce the frequency of negative behavior which may lead a youth in the wrong direction," said Alfred H. Brailsford, educational director of the center.

The center operates without grades which serves for positive reinforcement.

Classes are relatively small, with three, four or five students per teacher, giving each student the maximum amount of individualized instruction.

Occupational skills courses include brick-laying, operating engineers, carpentry, latheing, plastering, cement finishing, roofing, painting, electrical and plumbing.

The students have a choice of what they will do when they leave the center. They may either go back to public school or enter an apprenticeship program with a high school equivalency diploma from the center.

One method used at the center to draw positive behavior is a points system. A student gets five points for attending class on time and for participating in class. Vocational classes count 10 points and students get bonus points for positive behavior. Most students attend four classes each day.

"A student 'pays' 75 points per week for room and board," Brailsford said. "They pay points for certain privileges, such as 100 points to go home on week-ends."

Not all is study at the center. Beside 15 academic instructors, there are also 10 recreational aides. The recreational director, along with the recreational aides, plan extracurricular activities such as hunting, fishing, canoeing, pool, athletics, movies and field trips.

A chaplain, three counselors and a psychologist are also on the staff to provide guidance and counseling.

The New Waverly center will eventually be able to accommodate about 230 students.

FOUR-YEAR PLANS—1973

- - - Mary Elizabeth Schell

After the career fields have been investigated, focus in on yourself as you plan the future. If you set goals in your life, you are moving forward with a purpose. Life is exciting, and you have plans for tomorrow. That is why it is important to think ahead today. Your choice of high school subjects is called your four-year plan.

The purpose of the four-year-plan for high school is to give the best possible training to each student regardless of whether he plans to go directly into industry, business, college, marriage, or military service. Learning never ceases in life, and plans will be changed. New courses will be added, and old courses will be left out, as new needs mean new requirements. All courses are important from the standpoint of the benefits that will come to the individual and to society.

In Houston a minimum of 17 subject matter units plus 2 units in physical education are usually required for graduation. One-fourth credit is given for physical education each semester. Students enrolled in part-time training courses are not required to take physical education.

SUGGESTED PATTERNS FOR MEETING GRADUATION REQUIREMENTS – 1973

	General Pattern	Liberal Arts	Science and Mathematics	Fine Arts (Music/Art)	Industrial Arts	Homemaking	Stenographic	Clerical-Bookkeeping	Vocational Industrial	Vocational Agriculture	Distributive Education	Basic Skills (i)
English	3	4	4	4	4 (a)	4 (a)	4 (a)	4 (a)	4 (a)	4 (a)	3	3
Eng. Language Arts (a)	1										1 (h)	
World History Studies or World Geography	1	1	1	1	1	1	1	1	1	1	1	1
American History	1	1	1	1	1	1	1	1	1	1	1	1
American Government	½	½	½	½	½	½	½	½	½	½	½	½
Economics	½	½	½	½	½	½	½	½	½	½	½	½
Health and Physical Ed.	2	2	2	2	2	2	2	2	2 (g)	2	2 (g)	2 (g)
Mathematics												
Related Math	2 (k)			2 (k)	2 (k)	2 (k)	2 (k)	2 (k)	2 (k)	2 (k)	2 (k)	2 (k)
Consumer Math (k)												
Algebra (k) (l)		2	2									
Geometry		1	1									
Trigonometry			½									
Adv. Mathematics (j)			½									
Science												
Physical Science	1	1	1	1	1	1	1	1	1	1	1	1
Biology	1	1	1	1	1	1	1	1	1	1	1	1
Physics			1									
Chemistry		1	1									
Foreign Language		2	2									
Specialization				4	4	4 (d)	5 (e)	4½)f)	5	4	5	5
Electives	6 (b)	2(c)		2	2	2	1	1½	1	2	1	2
TOTAL	19	19	19	19	19	19	19	19	19	19	19	19

(a) If substituted for fourth year English, courses in Speech, Drama, Journalism, or Business Communications or any combination of ½ unit of each must be taken in the senior year. Students not planning to attend a university requiring 4 years of English may use this pattern.

(b) The General Pattern provides maximum flexibility in the choice of electives.

(c) Recommended: Students select one unit in practical or fine arts for a more balanced program.

(d) Recommended: These units should include work in three subject areas of homemaking.

(e) Recommended: Two units in typewriting, two units in shorthand, ½ unit in bookkeeping, and ½ unit in clerical practice.

(f) Recommended: Two units in typewriting, 1½ units in bookkeeping, ½ unit in clerical practice, and ½ unit in business law.

(g) Students taking 2 or 3 year vocational programs are not required to take health and physical education while taking these courses.

(h) May be waived for students taking distributive education for two years.

(i) See required courses on page

(j) See page

(k) One year of Consumer Math taken in the 11th or 12th grade may be combined with Related Math. I or Algebra I to satisfy graduation requirements.

(l) Algebra I is not a terminal course for the two-year mathematics requirement.

STUDENT'S FOUR-YEAR PROGRAM PLAN

40.5550

Name _____ Birthday _____

School _____ Homeroom Teacher _____ Curriculum _____

	Sem. 19 -		Sem. 19 -		Sem. 19 -		Sem. 19 -		Sem. 19 -		Sem. 19 -		Sem. 19 -		Sem. 19 -		Sem. 19 -		Sem. 19 -		Sem. 19 -		Sem. 19 -		
	Subj.	Gr.	Subj.	Gr.	Subj.	Gr.	Subj.	Gr.	Subj.	Gr.	Subj.	Gr.	Subj.	Gr.	Subj.	Gr.	Subj.	Gr.	Subj.	Gr.	Subj.	Gr.	Subj.	Gr.	
English																									
Mathematics																									
History																									
Science																									
P. Ed. ROTC Drill Squad																									
Units earned each semester																									
Conduct																									

DO YOU HAVE

115

- ☐ Nineteen Units
- ☐ Four years of English
- ☐ Two years of Mathematics
- ☐ One year each of World History, American History, American Government
- ☐ Two years of Science
- ☐ Four years of Health and Physical Education, ROTC or Drill Squad

A MINIMUM OF 19 UNITS IS REQUIRED FOR GRADUATION

_____

Signature of Parents or Guardian

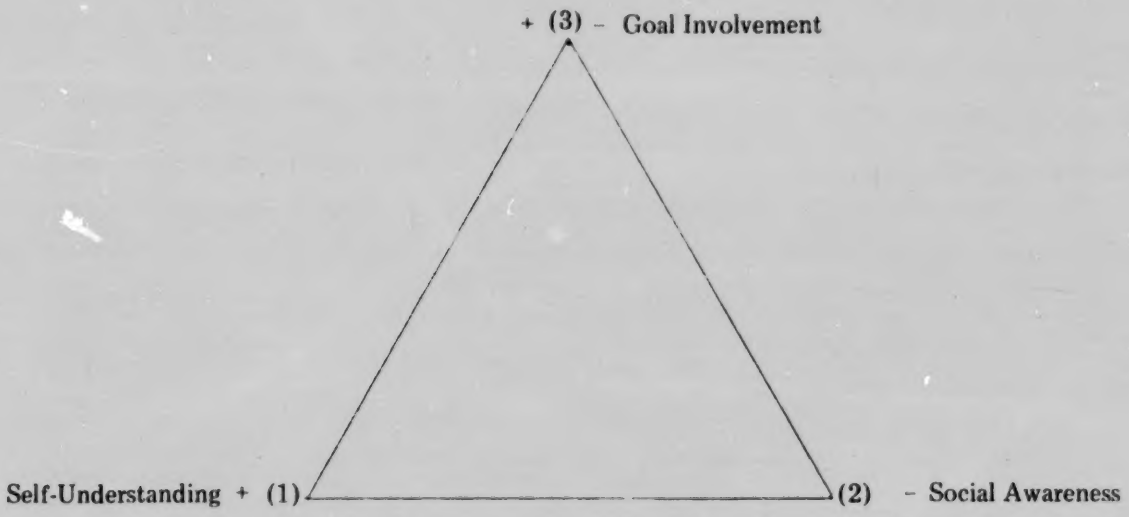
GOALS
JOB HUNTING

Tips on Personnel Choices

(Notes from interview with Mr. Bill Moore, Personnel Consultant and Director of Employee Training Programs in Houston, Texas)

When applying for a job, be honest with yourself and the person interviewing you. Don't force the company to go into a blunder area. Take off your mask.

Interviews are based on an analysis of the triangle below:



The positive reasons for wanting to work are marked with a plus sign. The negative reasons are marked with a minus sign. There are sometimes both negative and positive reasons for our actions as shown in (2) on the triangle. The way in which we visualize ourselves and others, our social awareness, and goal involvement are important factors in choosing employees. The strongest guide in deciding on employees comes from this question: "Is he negotiable?"

Negotiable means agreeable. In applying the definition here, Mr. Moore means "Can this person adjust to and satisy our needs physically, mentally, and morally?"

BY SYLVIA PORTER

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First of Five

True or False?

- The fastest growth in government jobs in the years ahead will be jobs in Federal agencies.
- Most workers in the U.S. are employed by companies producing goods.
- In view of the population explosion, the biggest expansion in jobs for teachers will be in elementary and secondary schools.
- Increasing automation in the office will slash the number of jobs for office workers.
- Good jobs for high school graduates will shrink dramatically as more employers demand that workers have college degrees.
- Jobs in agriculture also will dwindle near to zero because of the mechanization of farm work alone with the virtual disappearance of the small farm.
- Our work force is growing older as our population generally lives longer, and thus more and more key positions are being filled by middle-age and older employes.

If you answered "true" to ANY of these questions, you were wrong. If you answered "true" to most, you flunked—and you thereby joined the vast majority in this country who are embarrassingly ignorant to key trends in today's job market.

Taking the questions one by one:

There will be considerable growth in the numbers of government jobs at all levels — an estimated 33 percent increase during the 1970s. But the growth will be much greater at the state and local levels than at the Federal level.

More than half of the U.S. work force today is producing services, not goods — services covering the range of medical, teaching, banking, insurance, painting, writing, advising, planning — making us the first service-dominated economy in world history. And by 1980 the overall proportion of our work force in services is expected to expand to two-thirds.

More than 85 percent of the new jobs now opening up are in the services. By contrast, manufacturing jobs will increase an average of only 1.3 percent a year during the 1970s.

The fastest expansion in teaching jobs will be at the college (two-year and four-year) level. During this decade the increase in the number of elementary teachers is slated to be a mere 3.3 percent and many would-be elementary and secondary school teachers will be forced to find new types of jobs.

Automation in the office has reduced opportunities for certain types of workers — but sharply increased demand for other important categories ranging from business machine operators and copying machine repair people to computer programmers, tape librarians and tape perforator typists. If you are interested in a clerical career, you will find the prospects are bright for work with office computers or in the operation of office machines.

Sure, there's a great push toward college education, but the biggest number of jobs in this country still are going to noncollege graduates, including high school dropouts. There will be tremendous opportunities for mechanics and repairmen, particularly for automobile and airplane mechanics, for business machine and appliance servicemen.

The decline of the small farm has been going on for more than a century, and by 1980 our entire food supply probably will be grown by a miniscule 3 percent of our labor force. However, many new agricultural occupations are opening up in big "agribusiness" and in the technical-scientific aspects of modern farming.

Finally, instead of growing older, our work force actually is growing steadily younger, with about two out of three new jobs being filled during this decade by Americans aged 24 to 35. A key force behind this trend is today's scarcity of workers in the age range of 30 to 45 (not many babies were being born in the depression 1930s).

As a result, corporations and other employers are being compelled to reach into the younger age brackets to find executive and other talent—and this is creating an extraordinary opportunity for many American men and women now in their late 20s.

85 Percent of New Jobs Are in Services

The Houston Chronicle
Feb. 28, 1973

Phony Job Ads Target Of Fraud Unit

The head of the district attorney's consumer fraud office says he plans to authorize criminal charges against Houston area employment agencies which make fraudulent claims in newspaper advertisements.

The first such charge — for deceptive advertising, a misdemeanor—was filed Wednesday against Jay M. Brandstetter Co.—owner of Bellaire Employment Service, Inc., 5119 Bellaire Blvd., said Asst. Dist. Atty. Neal Duvall.

Duvall said a customer complained that he had applied to the agency for a job advertised as "fee-paid." After the customer took the job, the agency told him he would have to pay a $500 fee, Duvall said.

Brandstetter's wife, the other co-owner, said, "The company which placed the ad said it would be fee-paid. They changed their minds after the applicant got there. We can't control the companies."

She said this was the "first blemish" on the company in 15 years of operation. "I've never been so upset," she said.

"Our information," he said, "is that many employment agencies are falsely advertising jobs which aren't available at salaries which aren't available for the purpose of luring people in, signing them up for another job and collecting a fee.

"If the agencies are offering a job they don't have, that's deceptive advertising."

Duvall said his office will be examining agency advertisements.

He cautioned agency managers that if they advertise a position, they should have it available.

EXAMPLE OF MANY JOBS AT ONE DEPARTMENT STORE, HOUSTON, TEXAS

Job Opportunities at Foley's for the High School Graduate

OF INTEREST TO YOUNG MEN

Sales
Mail Clerk
Bank Messenger
Mail Machine Operator
Counter Clerk
Custodian
Shuttle Driver
Jr. Warehouseman
Jr. Lift Truck Operator
Shipping Clerk
Delivery Clerk
Parcel Post Clerk
Night Bulk Loader
Driver's Helper
Proof Runner
Jr. Printer
Display Helper
Apprentice Trimmer
Laneman
Cashier
Presser
Checker
Hand Machine Operator
Jr. Stock Coordinator
Finger Lift Operator
Vertical Lift Operator
Shuttle Coordinator
Relamper
Bailing Machine Operator
Scrub Machine Operator
Mechanic Helper
Construction Helper
Clerical
Jr. Charge Back Clerk
Ticket Marker
Checker/Marker
Merchandise Handler
Freight Bill Clerk
Transfer Clerk
Stock Tracer
Returned Goods Clerk
Order Checker
Package Collector
Packer

OF INTEREST TO YOUNG WOMEN

Sales
Clerical
Reservation Clerk
Bookkeeper
Jr. Audit Clerk
Credit Clerk
Error Control Clerk
File Clerk
Jr. Payroll Clerk
Cashier
Microfilm Operator
Authorizer
Pre-Inspection Clerk
Post Inspector
Sorter
Look-up Clerk
Biller
Clerk Typist
Bill Adjuster
Telephone Credit Counselor
Jr. Collector
Jr. Control Clerical
Counter Clerk
Housekeeper
Jr. Research Analyst
Jr. Secretary
Unit Control Clerk
Shopper
Receptionist
Seamstress
Gift Wrapper
Jr. Stock Coordinator
Protection Operator
Checker/Marker
Ticket Marker
Returned Goods Clerk
Messenger
Personal Shopper
Wrapper
Personnel Records Clerk
Employment Clerk
Surveillance Clerk
Order Clerk
Bag Checker

Executive Job-Changing on Rise Again

BY JOHN [illegible] FT
Associated Press

New York — The voluntary egression rate among managers in their 30s has been shooting upward since the first of the year, said the professor. Optimism prevails, and the young mobiles are changing jobs again.

It is nothing unexpected. Just as water churns when the kettle is heated, so also do the spirited, talented young managers begin to move about when the economy gets hot. It is predictable.

Eugene Jennings, who has spent his adult life — he's a bit on the far side of 40 — studying executive mobility, maintains that this group is the avant-garde of job changers, and that younger and older executives will follow their lead.

"This group is vital to understanding business economics," he said. "They have the most mobility, the greatest capacity to be optimistic. They are a good barometer of optimism. When they move it means people are betting on the future."

For at least two years this group, which is usually the most free to change jobs, was frustrated. "Intelligence dictated that they watch their nests." They were unable to hasten their careers by job changes.

But there is more than optimism and ambition involved in executive churning, which still isn't as intense as it was in prerecession days but may be double the rate of 1969 and 1970.

Between 1965 and 1968, said Jennings, who is a professor at Michigan State University, an author and business consultant, many companies recruited more talent than they needed. Then came the recession.

"They discovered that too many of the people they had hired were not of the proper caliber. They were forced to counsel out a lot of [illegible] middle-age managers." To be "counseled out" is to be laid off gently.

In reducing their staffs, however, many companies failed to reassure competent workers whom they wanted to stay. Some of these talented people lost their sense of direction, said Jennings. They too expected the ax.

Many of these managers are now moving on, said Jennings, who maintains 41 listening posts in corporations. Their employment was never reinforced by the company, he said. They weren't told they were wanted.

Easing their movement is the fact that opportunities of age exist. Because of the vagaries of birth rates and economic growth, middle-age managers are in growing demand. There are openings for those in their late 30s to mid-40s.

Jennings' monitoring points, which are voluntarily manned by corporate personnel managers and others with a feel for changing worker attitudes, also reveal a tendency for managers to move to socially oriented jobs.

In addition, Jennings believes that young and middle-age managers today are restless to change their careers, not just their jobs, in an attempt to seek a fuller life.

"After eight to 10 years with a company there is a great tendency for them to summarize their match or mismatch with the corporate world. They sometimes feel they have overinvested in career but underinvested in life."

Those who can market themselves now tend to go, Jennings observed. "They are rebelling against corporate life, against what is called the 'five to nine' routine," or of working until 9 p.m. when others leave at 5.

"The unions gave the blue collar worker the idea of a fuller life," said Jennings. "but nobody speaks for the overworked executive." Therefore, he concludes, they are speaking up for themselves.

Houston Chronicle November 8, 1972

Fastest-Growing

Texas One of 3 Top U.S. Job Markets

Houston Chronicle
Wednesday, November 8, 1972

BY NORMAN BAXTER
Chronicle Washington Bureau

Washington — Texas is now one of the three fastest-growing job markets in the nation.

Figures in a year-end report from the Bureau of Labor Statistics show that jobs are being created in three states at a rate of more than 100,000 a year.

The states are California, with 202,000 nonagricultural employes added between October 1971 and October 1972; Florida, with 120,000 new jobs; and Texas, with 119,000.

In Texas the fastest-growing job market is Houston, which added 28,000 jobs in the same 12-month period for a total of 823,900 employes on nonagricultural payrolls.

The total for Houston alone is greater than the number of employed in 22 individual states.

The employment figure for the state of Texas, 3,821,800, is exceeded by only five states: California with 7,194,900; New York, 6,995,600; Pennsylvania 4,370,800; Illinois, 4,338,800; Ohio, 3,935,600.

The industry categories in which new jobs showed the greatest increase in Texas were in wholesale and retail trade with a gain of 37,500 to a total of 941,900; services, an increase of 21,000 to a total of 625,500; and manufacturing, and addition of 14,500 to a total of 731,000.

In Houston, the big gains were in services, 8900 to a total of 156,300; and wholesale and retail trade, which went up 6200 to a total of 201,900.

The second-largest job market in Texas is Dallas, which had 694,600 persons on nonagricultural payrolls. But this was a drop of 5500 from a year earlier.

Nationally, the employment total in October of 1972 was 82.5 million, an increase of 2.2 million over a year previous.

Economy Outlook Bright for '73, Survey Indicates

New York (AP)—The New York Stock Exchange's annual survey of 32 prominent U. S. economists finds "a sustained high level of economic growth is in prospect for 1973, but inflationary clouds are likely to continue to hover over the landscape."

A consensus among the economists "is that, in general, growth patterns in the individual economic sectors should parallel those in 1972," the survey said.

"The most notable exception is a leveling off of residential construction outlays, as housing starts come down from the lofty levels of 1972," but "a steeper climb of plant and equipment spending and industrial production should help the overall rate of expansion at close to the 1972 pace," it reported.

The survey said agreement was general that the present wage and price controls, "perhaps with some modifications, will be with us through 1973" because of "the continued expectation of inflationary pressures."

It found "there is far less agreement on the prospects for a tax hike, though the majority view is that some sort of tax legislation will be encomes, gaining less than 7 percent in 1972, should accelerate to 9.5 percent next year, the survey said, and the consumer savings rate was projected at 7.4 percent, half a point higher than this year's rate.
acted."

The gross national product for 1973 was projected to $1.261 trillion, an advance of about $110 billion for 1972.

"The average GNP forecast translates into a 9.5 percent growth rate in 1973," said the survey, "with 3.6 percent of that reflecting the inroads of inflation of 5.9 percent accounted for by real growth, a healthy rate of gain by any standard."

Also forecast were "another hefty increase in corporate profits and a further drop in unemployment," although "that politically sensitive barometer is not expected to dip below 5 percent of the labor force."

Houston Chronicle November 8, 1972

KNOW YOURSELF

If you have never thought of it before, you may have missed the fact that getting a job is . . . selling yourself to an employer. The best salesmen know their products thoroughly. So first, get to work on your list.

> If you are young and just out of high school . . . What have you done of a constructive nature that turned out well? What were your real accomplishments? Where did you get your best grades? Did any of your teachers say anything real good about you?

If you are a veteran looking for your first job after being in the service . . . What things did you do that some employer could use? Did your noncoms or officers say anything about you that you could use to sell your good points?

> If you have worked before . . . What good things have you done? Do you have any samples of your best work? Can you get some? Get anything that you can put in a notebook or small briefcase. We will tell you what to do with these later.

When you have made your list as long as you can, get some help. Ask your family and friends to help you. Many times they will tell you of good points you have that you do not think of. And don't forget to ask your friends for job leads . . . Don't be embarrassed. It is no disgrace to be out of work, and you may be able to help them someday. Job leads from your friends are often your best, most complete information.

KNOW WHAT YOU ARE LOOKING FOR

Make a brief list of the jobs you would like to have . . . and while you're at it . . . Think about the places you would like to work—the part of town—another city or state. Make a list of these too, starting with the one you like best—going on to the one you least would consider.

Now let's look at the list of accomplishments again. Check the things you enjoyed most. Then check those you were best at. Finally, check those you would like to do again. Do you see a pattern of checks?

> Do you find one or more things with three check marks? And a couple with two check marks? If not—you didn't do a good enough job of self-analysis. Do it again more thoroughly!

Now make out your job sheets. Do this by writing on separate sheets of paper a name of each job you would like to have. List on these pages the strong points that you think will help you on the job (those things with three or two check marks on them). Rewrite them so they sound the best to a person who may be interviewing you for that job. Stick to the truth—any salesman will tell you that one small lie will blow a prospective sale sky high!

You are now ready to look for job information and job leads.

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*Joyce Lain Kennedy, *Career Corner, The Houston Post.*

Job Hunting on a Budget

BY BEVERLY MAURICE
Fashion Editor

Can the hands that drive the dump truck sew a fine seam?

You bet! Of course it helps if you're a woman — in the full sense of the song.

Inez Small found herself single again at 35 with a family to support. She'd put together a going business with a dump truck, which she bought and taught herself to drive. She had several dependable customers and was earning from $400 to $700 a month.

"I'd just go around to the different firms and make my bids for the work. They don't care if you're a woman or a man, as long as you can do the job," said Inez.

Houston Chronicle

Then misfortune struck in the form of an auto accident (not on the job), and Inez couldn't drive for a while. Undaunted, she hired someone else to drive temporarily. He totaled the truck.

That's when Irene turned to Texas Employment Commission. There an employment counselor evaluated her potential with tests, and recommended her for training in upholstery.

As a disadvantaged head of a household (income below $4000 a year), Irene qualified for government aid under the Manpower Development & Training Act.

That means, she was eligible for free training at the Houston Skill Center, 1500 Louisiana, for a course of 36 weeks or less, plus a basic living allowance of $43 a week, plus another $5 a week for each dependent, and transportation costs of up to $5 a week, according to TEC coordinator Al Glisson.

She opened an upholstery shop at her home and soon had a going business again.

Watch the newspapers for job workshops

Here is an example of a recent workshop at the Y.W.C.A.

NAME_____ PHONE_____

ADDRESS_____ ZIP_____

_____Yes, I will be at the Job Seekers Planning Session, June 16th

_____No, I will not be at the Session, June 16th.

_____The Jobs Conference helped me to get a job/training at_____

_____I am now working but not as a result of the Jobs Conference.

_____I am interested in working as a volunteer with the Resource Center

Comments:_____

Phone: 222-8261 Ext. 35

TYPICAL ANSWER TO A BLIND AD

INSPECTOR

Quality Control Inspector

Sheet metal parts—check for dimensional accuracy & appearance of product. Must read blueprint & use micrometer. 1-2 yrs. experience as inspector or machinist. Must be dependable, conscientious & aggressive. Salary $2.50-$3 per hour. + employee benefits. An equal opportunity employer. Send resume to The Houston Post Box No. 0000

The Houston Post
Box No. 0000
4747 Southwest Fwy.
Houston, Texas 77001

Gentlemen:

I have several years of experience leading towards Quality Control Inspector. Some of my accomplishments include:

Upper 10% of my High School Class in Machine Shop. Course included tests in Blueprint Reading and the use of the Micrometer.

Fourteen months of experience as a machinist. After one month I made Production Quality Work and never exceeded allowable scrap loss from that time on.

I made four suggestions that saved the company a total of $950.00 in one month.

I would be very happy to review my qualifications with you in a personal interview.

Very truly yours,

P.C. Brown

P.C. Brown
14357 High Road
Houston, Texas 77091

The Houston Post
We Get There First And Stay All Day

A TYPICAL RESUME

Note that it highlights your accomplishments and is not just a list of what you did.

ANN MURPHY

707 Radford Drive Area Code 713 821-4333 Houston, Texas 77049

Offering four years of progressively more responsible public relations and fund raising experience. Seek to generate favorable public opinion for employer with emphasis on organizational skills, promotion, writing and editing, media placement and general public contact.

extensive public relations experience	Currently employed (since 1967) Camp Fire Girls Council of New Orleans, America's fifth largest council. Assignments include news releases, radio and television scripts and spots, speeches, slide shows, feature and picture stories, promotional literature--including booklets and letters, and volunteer training materials. Extensive contact with metropolitan and community press, television and radio stations. Handle special events, exhibits and meetings. Direct speakers' bureau and personally made over 100 speeches.
top track record in fund raising	In four years as staff director of membership drive, goal has been exceeded each year. New Orleans is now number one nationwide. Four years' total raised - $333,500.00 compared to previous seven years' total of $247,750.00.
effective relationships	Responsible for recruitment and training of large numbers of personnel: over 1000 during Camp Fire Girls association. Commended by volunteers for indirect leadership.
related accomplishments	As a volunteer worker (10 years) directed fund raising events, served as a member of the Camp Fire Girls Board of Directors and worked for various community improvement projects.
education	Studying for Certificate in Journalism at University of Houston...now have 32 hours...A's in all courses. Graduated (1943) in top 3% of high school class...elected to National Honor Society.. edited high school newspaper.
other facts	Married, two children -- one in college, the other in high school. Excellent health, energetic, well groomed and presentable. 5'5", 115 lbs. Avid reader, bridge enthusiast, music and drama lover and sports spectator. Good clerical skills-type 60 w.p.m., shorthand 90 w.p.m. Ability to handle many jobs at once...mature judgment... sense of humor...at ease in diverse settings and circumstances. Successful performance of any task is my greatest source of satisfaction.

JOB RESUME

PUBLISHED AS A SERVICE OF THE HOUSTON CHRONICLE

DATE _____ 19 _____ DATE AVAILABLE _____ 19 _____

POSITION DESIRED _____ SECOND CHOICE _____ SALARY DESIRED $ _____

PRESENTLY EMPLOYED? _____ IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? _____

A. PERSONAL INFORMATION (PLEASE PRINT)

NAME _____ (LAST / FIRST / MIDDLE) (_____ MAIDEN) SOCIAL SECURITY NO. _____

PRESENT ADDRESS _____ (HOUSE NO.—STREET) _____ (CITY—ZONE / STATE) TELEPHONE NO. _____

PERMANENT ADDRESS _____ (HOUSE NO.—STREET) _____ (CITY—ZONE / STATE) TELEPHONE NO. _____

NO. YEARS IN HOUSTON _____ IF LESS THAN THREE—GIVE PREVIOUS CITY AND STATE _____

AGE _____ DATE OF BIRTH _____ (MO. DAY YEAR) PLACE OF BIRTH _____ (CITY STATE COUNTY) CITIZENSHIP _____ (COUNTRY)

SINGLE ☐ MARRIED ☐ DIVORCED ☐ SEPARATED ☐ WIDOWED ☐ NO. OF CHILDREN _____ AGES _____

TOTAL NO. OF DEPENDENTS WIFE OR HUSBAND'S NAME _____ OCCUPATION _____

IF SINGLE GIVE NAME AND BUSINESS ADDRESS OF PARENTS EMPLOYER _____

VEHICLE DRIVING EXPERIENCE _____ (YEARS) DRIVERS LICENSE NO. _____ TYPE _____ STATE _____

GIVE NO. VEHICLE ACCIDENTS YOU HAVE BEEN INVOLVED IN _____ NO. TRAFFIC VIOLATION TICKETS _____

HAVE YOU EVER BEEN BONDED? AMOUNT $ _____ HAVE YOU EVER BEEN REFUSED BOND? _____

HAVE YOU EVER BEEN ARRESTED OTHER THAN FOR TRAFFIC VIOLATIONS? _____ IF YES, GIVE DATE(S), CHARGE(S) AND DISPOSITION OF CASE(S) _____

B. EDUCATION

	NAME AND LOCATION OF SCHOOL	FROM MO. YR.	TO MO. YR.	DID YOU GRADUATE?	COURSES TAKEN	AVERAGE GRADE
GRADE SCHOOL						
HIGH SCHOOL						
UNIVERSITY OR COLLEGE						
OTHER						

WHAT PLANS DO YOU HAVE FOR IMPROVING YOUR EDUCATION? _____

DO YOU USE A TYPEWRITER? _____ SPEED _____ (W.P.M) SHORTHAND _____ SYSTEM _____ SPEED _____ (W.P.M)

LIST OTHER OFFICE AND PLANT MACHINES YOU USE _____

C. MILITARY HISTORY

DRAFT CLASSIFICATION _____ PRESENT RESERVE STATUS _____

PAST MILITARY SERVICE FROM _____ TO _____ RANK _____

TYPE DISCHARGE _____ COMBAT DUTY? _____ WHERE AND WHEN _____

DESCRIBE WOUNDS OR DISABILITIES _____

D. PHYSICAL RECORD

HEIGHT _____ (FEET-INCHES) WEIGHT _____ (LBS.) COLOR HAIR _____ COLOR EYES _____ SCARS _____

DATE OF LAST PHYSICAL EXAMINTION _____ DID YOU PASS? _____ ARE YOU WILLING TO TAKE A PHYSICAL EXAM? _____

GIVE DETAILS OF ALL DISABILITIES, INJURIES, ILLNESSES AND OPERATONS _____

PRESENT CONDITION OF YOUR HEALTH _____

HOW MUCH TIME HAVE YOU LOST BECAUSE OF ILLNESS OR INJURY IN THE LAST TWO YEARS? _____ (DAYS) PAST SIX MONTHS? _____ (DAYS)

PREVIOUS EMPLOYMENT AND/OR MILITARY SERVICE

(If additional space is required to list previous employment information please attach supplementary sheet. Explain all gaps between employment dates fully. Incorrect or inadequate information may be cause for rejection.)

PRESENT OR LAST:

EMPLOYER _____ ADDRESS _____ TELEPHONE _____

DATE { FROM _____ START. RATE $ _____ Per _____ / TO _____ FINAL RATE $ _____ Per _____ } IMMEDIATE SUPERVISOR _____ REASON FOR LEAVING _____

JOB TITLE _____ JOB DUTIES _____

PREVIOUS:

EMPLOYER _____ ADDRESS _____ TELEPHONE _____

DATE { FROM _____ START. RATE $ _____ Per _____ / TO _____ FINAL RATE $ _____ Per _____ } IMMEDIATE SUPERVISOR _____ REASON FOR LEAVING _____

JOB TITLE _____ JOB DUTIES _____

NEXT PREVIOUS:

EMPLOYER _____ ADDRESS _____ TELEPHONE _____

DATE { FROM _____ START. RATE $ _____ Per _____ / TO _____ FINAL RATE $ _____ Per _____ } IMMEDIATE SUPERVISOR _____ REASON FOR LEAVING _____

JOB TITLE _____ JOB DUTIES _____

NEXT PREVIOUS:

EMPLOYER _____ ADDRESS _____ TELEPHONE _____

DATE { FROM _____ START. RATE $ _____ Per _____ / TO _____ FINAL RATE $ _____ Per _____ } IMMEDIATE SUPERVISOR _____ REASON FOR LEAVING _____

JOB TITLE _____ JOB DUTIES _____

NEXT PREVIOUS:

EMPLOYER _____ ADDRESS _____ TELEPHONE _____

DATE { FROM _____ START. RATE $ _____ Per _____ / TO _____ FINAL RATE $ _____ Per _____ } IMMEDIATE SUPERVISOR _____ REASON FOR LEAVING _____

JOB TITLE _____ JOB DUTIES _____

LIST BELOW THREE CHARACTER REFERENCES (NOT FORMER SUPERVISORS OR RELATIVES) GIVING ADDRESS, TELEPHONE NUMBER, AND BUSINESS.

1. _____
2. _____
3. _____

SUMMARIZE HERE OTHER EXPERIENCE OR QUALIFICATIONS: _____

(SAMPLE LETTER OF APPLICATION)

Instructions: Do not write any of the words in parentheses. Omit anything that does not apply to you. Do not underline the words when you fill in the blanks.

Your Street Address
Your City, State
Month Day, Year

Name of Person in Charge of Hiring (or)
Personnel Director
Company (or) Institution
Street Address of Company (or) Institution
City, State of Company (or) Institution

Dear _____: (If you do not know the name, write Dear Sir:)

Please consider me an applicant for a job (or) a position in (be specific). I will be able to begin work (month, year).

In (give date) I will graduate from (name school) High School. After graduation I hope to get on-the-job experience in the job for which I am best suited.

I have an overall grade average of about a (fill in grade). My conduct grades have always been good or excellent.

My hobbies include _____, _____, _____, and _____.

The volunteer projects with which I have been involved are _____, _____, and _____.

While in school (or during summer vacations) I have held the following jobs: _____, _____, and _____.

My health is excellent. I am (fill in age) years of age and an American by birth.

I will be glad to come to your office for an interview at any time that is convenient for you.

Sincerely,

_____
(sign your name)

APPLICATION FOR MINOR'S EMPLOYMENT CERTIFICATE

(Please Print plainly)

Name _____ Sex _____
Last First M. I.

Date of Birth _____
Month Day Year

Place of Birth _____
Town County State

Parent or Guardian _____

Address of parent or guardian _____

The above named minor is to be employed by:

_____
Name of Firm

_____
Address of Firm

_____
Type of Work

Signature of minor _____

Address of minor _____

Name of school _____

Evidence of age (check one)

Birth Certificate _____ Passport _____

Baptismal Certificate _____ Insurance Policy _____

Other (Specify) _____

PLAN YOUR INTERVIEWS

You will probably visit offices of professional people and businessmen during the year in connection with career development. This is a privilege, and nothing will impress your host more than being alert, attentive, well-mannered, and well-dressed. Know what you want and how to ask for it in a courteous way. Give a sincere "Thank you" and a firm handshake. When the person you are calling on indicates the visit is ending, he will show it by voice or by rising. It is time for you to rise, give a firm handshake, a sincere thank you, and leave.

REMEMBER

It has been said that out of every 100 men and women who desire a certain job—

50 will never really do anything about their desire;

20 will not use the correct approach;

10 will decide that they do not really want the job;

6 will not meet the requirements;

5 will be by-passed by other applicants;

2 will get the job only to lose it; and

7 out of 100 will get and keep the job they want.

MEDIA FOR SELF-ANALYSIS

*Filmstrips on Foundations for Occupational Planning.

Who are You?
What Do You Like To Do?
What Is a Job?
What are Job Families?
What Good is School?
Set of five filmstrips $28.25
Each filmstrip if brought separately $6.25

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Ill. 60614

PLANNING

Preparing for the World of Work, Guidance Associates

Preparing for the Jobs of the 70's, Guidance Associates

SUGGESTED POPULAR SONGS FOR SELF-ANALYSIS AND PLANNING

"I Gotta Be Me"
"Born Free"
"If I Were a Carpenter"
"Windmills of my Mind"
"Where am I Going?"

---

*These titles are not in AV center of H. I. S. D.

PLANNING GOALS

Filmstrips

The following filmstrips with records or cassettes may be in your school library. If not, they can be ordered from: Guidance Associates, Pleasantville, N. Y. 10570. Discussion guides are included with each subject.

Series – The Job Attitude

On the Job – Four Trainees
Choosing your Career
Job Attitude: Liking Your Job and Your Life
Trouble at Work
Why Work at All?
What You Should Know Before You go to Work
Dropping Out: Road to Nowhere – 1964 edition
Preparing for the Jobs of the 70's
A Job that Goes Someplace
Jobs for High School Students
Preparing for the World of Work
Your Job Interview
An Overview of Technical Education

Series – Motivation Guidance

Dare To Be Different
Your Personality: The You Others Know
The Exploited Generation

Series – Career/Vocational Guidance

Job Hunting: Where to Begin
Jobs and Gender
Your First Week on the Job

Series – Secondary School Orientation

High School Course Selection and Your Career
Testing, Testing, Testing
College Planning

FILM	*NUMBER*	*TIME*
College Ahead High School requirements and courses leading to various businesses and professions	L-1987	30 min.
Beginning Responsibility: Being a Good Sport	4425	11 min.
Job Interview: Whom Would you Hire? Three Young Men	M-4601	16 min.
Tomorrow at Ten Suggestions for an Interview	M-4555	20 min.
Your Job: Fitting In Importance of understanding rules and customs	M-4423	17 min.
Aptitudes and Occupations, (2nd. Ed.) Scholarship achievement; aptitude and interest tests help students select careers	M-2611	16 min.
David & Hazel A Story in Communication. Husband's job is threatened, and his silence affects his wife and children.	L-3406	28 min.
How to Make and Use a Diorama Demonstrates construction of miniature scenes for related activities	M-3505	20 min.
Odyssey of a Dropout No job, no future, finally no girl	M-4120	19 min.
The Toymaker Puppets used to show a problem of human relations-recognizing and accepting likenesses and differences	M-1521	15 min.
You Can Go a Long Way Shows how finishing school helps increase job opportunities	M-3838	22 min.
Your Junior High Days All seventh graders face common problems	M-2823	12 min.

Run! Allegory about destructive ways in high pressured society and Self-centered man	M-4995	12 min.
War Games A parable of man's inability to inhabit the earth without including destruction of life. Children laugh in a game when a goat is killed.	M-4998	19 min.
The Unanswered Question A series of interviews on brotherhood	4997	5 min.
What Can Carl Do? Examines one's commitments to others	4754	6 min.
What Will Christy Do? A drama about ethics	4755	6 min.
What Will Kevin Do? A drama about responsibility versus preference	4757	6 min.
What Will Linda Do? Responsibility versus preference	4758	6 min.
What Will Mary and Nancy Do? Action regarding shortcoming of others	4759	6 min.
The Forgotten Situations in which the worker forgets	4747	8 min.
Guidance for the Seventies Kids, Parents, Pressures. Teenagers attend seminar	M-5184	16 min.
Had You Lived Then Work in the days when Jefferson was President	M-4834	15 min.
The Mexican-American: Heritage and Destiny Mexican-Americans who have achieved greatness in their work discuss their experiences	L-4942	29 min.
My Life to Live A college student searches for self-identity	L-5044	25 min.

The Searching Eye Imagination, observation, and perception at the beach	M-4901	18 min.
Screen News Digest, Vol. 14, Issue 6: *The Golden Door: A Nation of Immigrants retraces steps of workers who built America*	M-5165	14 min.
They Beat the Odds Account of successful people from minority groups	M-4869	22 min.
What Will Patty Do? Group pressure	4760	6 min.
What Will Pete Do? Starting rumors	4761	6 min.
What Will Ramona Do? Responsibility for others	4762	6 min.
What Will Ray Do? Shortcomings of others	4763	6 min.
What Will Skip Do? Spending allowances	4764	6 min.
What Will Ted Do? Drama about exaggerated claims	4765	6 min.
Your Job: Getting Ahead Employees' understanding of rules and customs	M-5067	16 min.
Your Job; Good Work Habits Young workers with good habits that lead to a raise	M-5068	14 min.

BIBLIOGRAPHY

BOOKS

Pheiffer, J. William, and John E. Jones. *A Handbook of Structured Experiences for Human Relations Training*, Vol. I. Iowa City, Iowa: University Associates Press, 1969. ($3.00)

_____. *A Handbook of Structural Experiences for Human Relations Training*, Vol. II. Iowa City, Iowa: University Associates Press, 1970. ($3.00)

_____. *A Handbook of Structural Experiences for Human Relations Training*, Vol. III. Iowa City, Iowa: University Associates Press, 1971. ($3.00)

Dryer, William G. *Modern Theory and Method in Group Training.* Fairfax, Virginia: NTL Learning Resources Corporation. ($12.50)

Harrison, Roger. *Problems in the Design and Interpretation of Research on Human Relations Training.* Fairfax, Virginia: NTL Learning Resources Corporation. ($3.75)

Mill, Cyril R. *20 Exercises for Trainers.* Fairfax, Virginia: NTL Learning Resources Corporation, 1972. ($3.75)

Nylen, Donald, et. al. *Development and Human Relations Training.* Fairfax, Virginia: NTL Learning Resources Corporation, 1967. ($5.95)

Fox, Robert S., et. al. *Diagnosing Professional Climate of Schools.* Fairfax, Virginia: NTL Learning Resources Corporation, 1972. ($5.95)

Ford, George A., and Gordon L. Lippitt. *A Life Planning Workbook.* Fairfax, Virginia: NTL Learning Resources Corporation, 1972. ($2.95)

Albertson, D. Richard, and Cecil Hannan. *20 Exercises for the Classroom.* Fairfax, Virginia: NTL Learning Resources Corporation, 1972. ($3.75)

Suggested Plans for Group Discussions in Vocational Industrial Education. Comp. by Cadar Parn. Assembled and organized by Texas Coordinators of Industrial Cooperative Training. Issued by the University of Texas, Division of Extension, Industrial Education Department in Cooperation with Texas Education Agency, Austin, Texas.

Curriculum materials (1968-1971), Vocational Guidance Service, Houston, Texas
Training Curriculum Outline and *The Group Guidance Program*
A Job Placement and *Group Vocational Guidance Program for High School Youth*

New Materials

Write to:

United States Dept. of Labor
Regional Administrative Office
1100 Commerce St.
Dallas, Texas 75202

Examples of free pamphlets:

1. Major Programs, 1972

2. Employment of High School Graduates and Dropouts, October 1971, SLFR No. 145
3. Geographic Profile of Employment and Unemployment, 1971, GLS Report No. 402

Science Research Associates, Inc. (1973 catalog)
259 East Erie St.
Chicago, Illinois 60611

(In Houston call Mr. Carroll Strange—464-7285 or Mr. James Larrabee, 591-4656.)

"Widening Occupational Roles Kit" (Gr. 6-9) – Specimen Set—$3.00
"Keep-Career Exploration Program" (Gr. 6-adult) – Specimen Set—$14.00
Junior Guidance Series Booklets (Gr. 6-9)
"Your Abilities"
"High School Ahead"
"About Tests"
"The Job in Your Future"
"Exploring the World of Jobs"
(Single titles – $.92)
Job Experience Kits (Gr. 8-12) – Specimen Set—$3.50
Job Family Series Booklets (Gr. 7-14) – Set of 29 booklets—$22.65
"Discovering Yourself" (Gr. 7-9) $2.25
"My Educational Plans" (Gr. 7-9) $2.42
"Occupational Exploration Briefs" (Gr. 7-9) 400 Briefs—$97.00

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

"Changing Roles of Men and Women—What It Means to Youth" – B-271, $1.00; Teacher's Manual, $.20

Planned Group Guidance (covers relationships with others, orientation to self, orientation to school, planning for the future) B-259, 1-9 copies, $2.50 each

Being Teenagers (includes subjects such as "Planning My Future Education," "Thinking of Future Jobs," "How to Take Tests," "Choosing my High School Subjects") Student's book $2.66; 33 charts on easel $19.50; Teacher's Guide $1.10

Discovering Myself – Student's book $2.85; 33 charts $19.50; Teacher's Guide $1.10

Planning My Future
"All Jobs Are Important"
"Every Job Requires Many Abilities"
"Character and Personality Are Important"
"What Do I Want from a Job?"
"Surveying All Fields of Work"
"A Realistic Look at Job Opportunities"
"Families of Vocations"
"Working with Things, People, Ideas"
B-208, Student Book (33 chapters), $3.25
E-2198, 33 charts on easel, $19.50
M-2188, Guide, 33 units, $1.10

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Junior High Kit for Careers plus one year's subscription to the up-dating Guidance Service, $114.50

"Student Attitude Builders," Set No. 1 (40 posters) – $34.50
"Student Attitude Builders," Set No. 2 (20 posters) – $21.50
"Accentuate the Positive" (40 pages) – $4.75
"Career Interest Builder Series" – $21.50
"72 Job Guides" through April, 1972 – $10.50
"My Career Planner"—a system for determining career fields based on abilities, interests, and the like – $.35 on first 100; more $.15
"The College Suggestor" – choose college to match needs – $40.00 (FOB)

Personal Guidance

Richards Rosen Press
Allied Book and Educational Resources
c/o Walter H. Escue
6007 Greenmont Dr.
Houston, Texas 77018

How Teenagers Can Get Better Jobs
The Teenager and the Interview
Turn Yourself On—Goal Planning for Success

"Job Guide for Young Workers." This booklet gives highlight information on 110 entry jobs frequently held by young beginners entering the labor market from high school. For each type of job, information is provided on employment prospects, qualifications for jobs and usual duties, opportunities for advancement, how and where jobs are obtained, and characteristics of jobs. Price, 45 cents.

"Occupational Outlook Handbook." This books gives the education and training requirements, working conditions, and employment outlook for more than 500 occupations including many professional jobs. Price, $4.50.

"Look Your Best." This pamphlet will tell you how to get a job in the field of your choice.*

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*These publications may be found at the Texas Employment Commission Office or you may purchase them from the Government Printing Office, Washington, D.C. 20036.

Tests

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Vocational Planning Inventory (about 3 hrs.)
Test booklets—reusable (7-46700) 25 for $11.82
Program Manual (7-6704) $1.18
Your VPI Report and What It Means, 25 for $5.20

Scoring must be done by S.R.A. Price of all materials including scoring is $1.28 per pupil. If test booklets are owned, price is $1.18 per pupil.

Flanagan Aptitude Classification Tests (evaluates various skills for specific careers) pkg. of 25 — $5.50

Kuder Form E–General Interest Survey, Test booklets — 25 for $8.45 (provides all material needed except test booklets; S.R.A. scoring is included)

Career Guidance and the *Kuder Interest Inventories* (explanation of occupations keyed to special interests) $1.08

Interpreting the Kuder E General Interest Survey (transparencies to show interest areas as starting point for career investigations) $8.64

What I Like To Do
Inventory of preferences booklets (pkg. 25) — $7.00
Answer sheets (pkg. 100 and 3 examiner's manuals) — $9.00
Profile folders (pkg. 100) — $7.50
Teacher's Handbook — $.59
Specimen Set — $2.15

Planned Programs

Learning Dynamics, Inc.
Eliot Bldg.
167 Corey Road
Boston, Massachusetts 02146

Science of Personal Success Program (behavioral objectives structured to help you know yourself and to deal with other people more successfully) Twelve tapes of programmed instruction, cassette album, response books, and exercises — prepaid $113.78

Magazines

Career World
Curriculum Innovations, Inc.
501 Lake Forest Ave.
Highwood, Ill. 60040

$1.75 per student each semester or $2.95 per student each school year—minimum 15 orders

The Intervening Years—the Report of the Citizenship Committee of the Board of Education of the Houston Independent School District, Houston, Texas, Leonard R. Robbins, M.D., Chairman, October 11, 1971.

American Vocational Journal, 1510 H. St. N. W., Washington, D.C. 20005. All members of the American Vocational Association receive the journal each month—September through May. Subscription rate for non-members is $6.00 per year. In Texas apply for AVA membership by writing to American Vocational Association, 307 East 14th Street, Austin, Texas 78701; Attn. Mrs. Jane Eads. Texas Vocational Technical Association membership will also be included when dues are sent to the Austin address.

"Today's Education" from NEA Journal, December, 1970. "You may not agree, But—Education and Industry can make a Great Team!"—by Samuel M. Burt, pp. 34-36. 1201 16th St. W. W., Washington, D.C. 20036

Comic Book

Popeye Career Series
King Features
235 East 45th St.
New York, New York 10017

(Covers all 15 career fields)

Work Book

Activities for Succeeding in the World of Work
McKnight and McKnight Pub. Co.
Bloomington, Illinois
(Ph. AC 309-663-1341)

Conferences on Future Jobs

YWCA Jobs Conference
1521 Texas Avenue
Houston, Texas 77002
(Ph. 738-1195; 224-0613; 222-8261, ext. 37)

Program Kit for Self-Analysis and Planning

Adventures in Success
Goals, Inc.
2915 South Georgia
Amarillo, Texas
(or)
Call Mrs. Fax, 465-4788, Houston

(Kit contains three two-way cassettes and a complete study manual.)

Games

Call Walter Escue, 6007 Greemont Dr., Houston, Texas 77018 — Ph. 686-7834.
Life Career — No. 3253 — $35.00
Consumer — No. 3250 — $30.00
Economic System — No. 3252 — $25.00
Guide to Simulation Games — No. 3301 - $15.00

Kits

Career Education Instructional Kit from the View Project
Materials can be ordered from the Region XIX Educational Service Center, Texas View, 6501C, Trowbridge, El Paso, Texas 79905

Teacher's Guide—one year calendar lesson plans and 50 job printouts — $11.75; 40 transparencies — $26.00
(In Houston order from: Mrs. Mary Stone, Region IV Educational Service Center, P. O. Box 863, Houston, Texas 77002)

Hobby Materials

Free Hobby Materials and Publications for Easy Reading

Magazines include *The Great World of Hobbies* and *Leisure Trends.* The materials are furnished free, compliments of the advertisers, limited to Hobby/Craft Art Suppliers. Contact Marge Smith, Texas Handicraft and Hobby Association, 7510 Hornwood, Suite 108, Houston, Texas—Ph. 771-1741.

Other Occupational Outlook Publications

The Bureau of Labor Statistics (BLS) publishes various counseling aids and manpower studies which supplement the information contained in the *Occupational Outlook Handbook*.

Occupational Handbook Quarterly. This periodical, published 4 times during the school year, includes new occupational studies developed between editions of the *Handbook*, summarizes the results of special manpower research and labor force studies conducted by BLS, and presents timely articles on topics such as training opportunities, salary trends, and prospects for change in the world of work. Price: $3 for a 2-year subscription, $4, foreign.

Reprints from the Occupational Outlook Handbook. Each job discussed in the *Handbook* is available individually as a reprint. Titles of the reprints, with prices, are available from BLS regional offices, listed below.

Jobs for the 1970's. This 35 mm. color slide series contains 40 slides that show in chart form today's occupational composition and the changes ahead in the decade of the 1970's. The slides are a useful visual aid for helping young people choose careers and for helping vocational guidance and other manpower specialists keep abreast of manpower trends. Price, including accompanying narrative: $10 a set. (Payment must accompany order. Make check payable to Bureau of Labor Statistics.)

Occupational Outlook for College Graduates, 1972-73 edition. This is a convenient guide to careers in about 100 jobs for which a college education is usually necessary. The 250-page book describes the nature of the work, training requirements, earnings, and future employment prospects. Occupational outlook statements in this volume are excerpts from the 1972-73 *Occupational Outlook Handbook*. The book will be available in mid-1972. For price information, write to any BLS regional office.

Occupational Manpower and Training Needs. Designed for educators and manpower analysts and planners, this 81-page study shows 1968 employment and projected manpower requirements in 1980 for 232 white-collar, blue-collar, and service jobs. Included is a summary of all available statistics on numbers of persons currently completing training in each occupation covered. Price: 75¢.

College Educated Workers, 1968-80. This 25-page study analyzes the factors that will affect the supply and demand for college graduates during the 1970's. It also previews the expected manpower situation for 24 occupations requiring college or junior college training and examines the job outlook for women college graduates. Price: 35¢.

Education and Jobs Leaflets. These free leaflets list jobs which require specified levels of education. Titles are:

JOBS FOR WHICH

A High School Education Is Preferred, But Not Essential

A High School Education Is Generally Required

Apprenticeships Are Available

Junior College, Technical Institute, or Other Specialized Training Is Usually Required

A College Education Is Usually Required.

The number of persons employed, qualifications and training requirements, and employment opportunities and trends to 1980 are included for each job listed.

Motivational Leaflets. Designed for distribution by teachers and counselors, these free leaflets list occupations related to academic subject areas and student interests. Individual leaflets cover occupations related to biology, science, English, math, the social sciences, the liberal arts, and foreign languages and interests in repair work, outdoor jobs, and office work.

Both priced and free publications are available as long as supplies last from any regional office of the Bureau of Labor Statistics. Addresses are listed below. In all cases except for purchase of the slide series, Jobs for the 1970's, make checks payable to the Superintendent of Documents.

1603-A Federal Office Bldg.
Boston, Mass. 02203

341 Ninth Ave., Room 1025
New York, N. Y. 10001

1317 Filbert St., Room 408
Philadelphia, Pa. 19107

1371 Peachtree St. NE.
Atlanta, Ga. 30309

300 South Wacker Dr.
Chicago, Ill. 60606

911 Walnut St.
Kansas City, Mo. 64106

1100 Commerce St., Room 6B7
Dallas, Tex. 75202

450 Golden Gate Ave., Box 36017
San Francisco, Calif. 94102

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THE BARKSDALE FOUNDATION

For Furtherance of Human Understanding
(714) 659-3858
IDYLLWILD, CALIFORNIA 92349

PRICE LIST and ORDER FORM for FOUNDATION BOOKLETS and CASSETTES

	Quantity	*Net Price*
Booklet "Building Self-Esteem"	1 to 10 Copies 10 to 50 Copies 50 to 100 Copies 100 to 200 Copies	$2.00 per Copy 1.70 per Copy 1.50 per Copy 1.30 per Copy
Booklet "Study Guide for Building Self-Esteem"	1 to 10 Copies 10 to 50 Copies 50 to 100 Copies 100 to 200 Copies	$2.00 per Copy 1.70 per Copy 1.50 per Copy 1.30 per Copy
Single Cassette "Affirmations for Building Self-Esteem"	1 to 10 Cassettes (For more than 10 units, order direct from ECCO, 504-A Main St., El Segundo, CA 90245)	$4.70 per Cassette
4-Cassette Album "Building Self-Esteem"	1 to 10 Albums (For more than 10 units, order direct from ECCO, 504-A Main St., El Segundo, CA 90245)	$19.95 per Album

	No. of Units	*Price per Unit*	*Extension*
"Building Self-Esteem"	_____	_____	_____
"Study Guide for Building Self-Esteem"	_____	_____	_____
"Affirmations for Building Self-Esteem"	_____	_____	_____
"Building Self-Esteem" Album	_____	_____	_____
		Add 5% Sales Tax if California Resident	_____
			_____

SHIPPING INFORMATION

Name _____

Address _____

_____

_____

Ship To: _____

_____

_____

Signature _____ Date: _____

Total Amount Enclosed (for cassettes, booklets *and* leaflets) $.....

Please enclose check or money order payable to The Barksdale Foundation. (Idyllwild, Ca. 92349)
(Postage prepaid in the United States.)

NOTE: The Foundation is nonprofit organization; uses the income from its publications for necessary operating expenses. We do not, however, want to deprive anyone of their benefit because of cost. In case of hardship or unusual circumstances, feel free to request special consideration for your specific needs.

See reverse side for Price List and Order Form for Foundation Leaflets

PRICE LIST and ORDER FORM for FOUNDATION LEAFLETS

Discounts for leaflets are based on total *Dollar Amount* of order for leaflets only, not on *Quantity* of leaflets ordered. A complimentary set of leaflets is available on request.

Total List Price of Order *(does not include price of any booklets)*	Applicable Discounts
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$25.00 to $ 50.00	–20%
$50.00 to $150.00	–30%

Number of Leaflet	*Title*	*List Price Per Copy*	*Quantity Ordered*	*Extension*
2	*The Anatomy of Choice*	$.15		
3	*Companionship*	.05		
4	*Awareness*	.05		
5	*Friendship*	.05		
6	*My Perception of Reality*	.10		
8	*Song of Life*	.05		
13	*I Am My Own Authority*	.05		
16a	*Death*	.05		
20	*Elements of Freedom*	.20		
24	*Letter Home*	.05		
25	*The Choice is Ours*	.20		
26	*Realities of Human Behavior*	.05		
27	*Key to Friendship*	.15		
29	*I Believe*	.05		
32	*My Reality*	.05		
35a	*Evaluating Your Self-Esteem (Test)*	.05		
E	*Complete Set of Above Leaflets*	$1.35		
	Total List Amount for leaflets			
	Less applicable discount (see above)			
	Plus 5% Sales Tax if California resident			
	Total Amount for *Leaflets* only			

CAUTION: Do not forget to complete "Shipping Information" on reverse side.

EVALUATION

EVALUATION

I. Behavioral Objectives

A. Ninety percent of students will write evaluations of Occupational Orientation.

B. Eighty-five percent of students will write on concepts that show pride and teamwork in the career of their choice. They will include workers from all ability levels and all socio-economic areas.

C. Ninety percent of students will compare the answers of their pre- and post- tests to find changes in attitude and knowledge.

E. Seventy percent of students will write on specific training and involvement that will benefit the needs indicated in evaluations.

II. Instructional Procedures

A. Pictures and clippings showing goals and interrelationship of careers will be placed on bulletin boards and in career corners.

B. Pre- and post-tests will be given as directed. The post-test will be graded and returned the following day. Each student will compare his pre-test answers with his post-test answers. He will be directed to search for changes that add positive self-analysis, a realization of the importance of all work, community interests, and specific steps toward realistic goals.

C. Duplicates of student research projects (in appendix) will be made for each student.

D. A sincere desire to communicate and a willingness to carry out beneficial changes will be reflected throughout group evaluations.

STUDENT ACTIVITIES

Students will complete all activities. The teacher will designate the date on which each assignment is due. Most of the work will be done in class.

1. Explain teamwork needed in career fields. Your explanation can be made with words or pictures or a combination of the two. Be sure to include the laborers, office workers, and professionals. A finished product or a service requires workers from all walks of life.

2. Complete a research project. Your teacher will distribute the research project for a career field of your choice. Use your notes from this semester's work and any available additional materials. Follow directions.

3. Take the pre- post-test. Compare your answers. List the improvements you find in your personality and in your knowledge of careers.

4. Write your attendance record for last semester and for this semester. If there is much change, give reasons. (If you cannot remember your record, your teacher can help you.)

5. Complete the evaluation forms which your teacher will distribute. These forms give you a chance to assist with future plans for Career Orientation. If you have done your best in this course, your suggestions will be very helpful.

6. Watch the movie *It's Your Turn Now.* List what you plan to do with *your* turn in the world of work.

*7. If you satisfactorily complete assignments before other students, write jobs with scrambled letters, work crossword puzzles, or create games. WORK ALONE. Other students must not be disturbed.

*8. If time permits, cut out stories or pictures of workers. List as many career fields as possible in support of the worker in your story or picture.

*9. Make up riddles about careers. Your questions can pertain to the work that is done on specific jobs, the tools that are used, the changing job market, or skills needed for jobs.

*10. List local schools that train for specific careers after high school.

*11. Name one or more hobby or volunteer projects for each career field.

*12. Make a poster showing an interretationship of careers.

---

*These activities are not included in the minimum assignments; they are listed for the students who complete assignments early.

III. Performance Goals

A. Oral and written expressions that indicate an awareness of the need for everyone in the world's market

B. Reactions that show improved self-analysis

C. Involvement that shows concern for home, school, and community

D. School attendance that is regular and purposeful

IV. Evaluation
Changes planned as a result of research in evaluation surveys

FLEXIBLE DAILY LESSON PLANS

First Day—Preview (interrelationships and dignity in all career fields)

- Show film (listed in appendix).
- Have the students draw or write career concepts which show that all people are needed.

Second Day—Pre-Post-Test

- Review course (review questions in appendix)
- Give pre- post- test.
- If time permits, allow students to play quiet games (suggestions in student activities)

Third Day—Comparison of Pre- Post- Test Answers

- Distribute pre- and post-tests scores.
- Direct students to search for and take pride in improvements in self-analysis, career information, investigative skills, and realistic planning.
- Compare present and past attendance marks.

Fourth Day—Evaluation Forms for Students

- Short form regarding media (in appendix)
- Brief form on speakers (in appendix)
- Evaluation of Occupational Orientation course (in appendix)

Fifth Day—Research project and long range plans

- Individual research for evaluating goals (in appendix)

This form is to be taken home for future reference as students continue evaluating their plans and goals. Explanation to students is given in No. 2 of Student Activities.

APPENDIX

1. Forms for students

    a. Student Evaluation of Media
    b. Compilation of Media Evaluations
    c. Student Evaluation of Speakers
    d. Semester Evaluation of Career Orientation
    e. Interpretation of Semester Evaluation
    f. Job Research

2. Community Evaluation Form

3. Guide Line for Discussions in all Career Fields

4. Tests by Students

5. Review of Career Orientation

6. Pre- Post-Test

7. News Release

8. Improvisations

9. Teacher's Evaluation Form

10. Media Resources

STUDENT EVALUATIONS

Students have much to tell us when we listen. If we include pupils' opinions, suggestions, and comments in a planned, systematic way, we can teach democracy in action. Two-way communication, empathy, and involvement can be put into practice with the evaluation forms on the following pages. Interpretation and change should follow these forms or they will become meaningless paper work that adds burdens and destroys trust.

STUDENT EVALUATION OF MEDIA

Name of Show or Tape_____

Date Presented_____

Grade_____

Student's Opinion of Program:

		Yes	No
1.	It answered needs	_____	_____
2.	It was clear and to the point	_____	_____
3.	It was up-to-date	_____	_____
4.	It should be shown to other C. O. classes	_____	_____

Suggestions:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

COMPILATION OF STUDENT EVALUATIONS OF MEDIA

Name of Show _____ Type* _____

Producer _____ Address _____

Grade Levels _____

Approximate Number of Student Evaluations _____

Overall Reaction to Show:

_____ Affirmative

_____ Negative

Overall Suggestions:

_____

_____

_____

_____

_____

_____

_____

_____

*F- Film

Fs–film strip

R–record

T–tape

S–slides

Tr–transparencies

Teacher's Name _____

Date _____

STUDENT'S EVALUATION OF SPEAKER
(also used to compile all students' opinions)

by Miss Rose Parks—Black Jr. High School

Student's Name _____ Date _____

Speaker's Name _____ Occupation _____

	YES	NO
Did the speaker give enough information about his occupation?	_____	_____
Did the speaker answer all questions?	_____	_____
Did the speaker have a pleasing personality?	_____	_____
Did the speaker speak clearly and distinctly?	_____	_____
Did the speaker use appropriate language?	_____	_____
Did the speaker repeat ideas?	_____	_____
Did the speaker use visual aids to supplement his discussion?	_____	_____
Do you think the speaker is pleased with his occupation?	_____	_____
Do you think the speaker enjoyed visiting our class?	_____	_____
Did the speaker brag too much about his occupation?	_____	_____
Was the speaker trying to encourage you to prepare for his occupation?	_____	_____

What do you think of the occupation? Is it appealing _____ disappointing _____ or not interesting _____ to you?

Why _____

_____

What interested you most about the speaker? _____

_____

Would you like to know more about the speaker's occupation? _____

_____

SEMESTER EVALUATION OF CAREER ORIENTATION

(Circle the answer you feel best answers the question that completes the statement.)

1. Do you see any interest that the community is taking in Career Orientation?
   a. some b. a lot c. none

2. Would you like for this course to last—
   a. more time b. less time c. same as now

3. Do you think the films and slides were helpful?
   a. yes b. no c. not sure

4. Were your speakers interested in you and your class?
   a. yes b. no c. not sure

5. Did you learn about any careers that were new to you?
   a. yes b. no c. cannot remember

6. Do you now have a better idea of preparation needed for a job which you think you would like?
   a. yes b. no

7. Do you think you know your strong and weak points better now than you did four months ago?
   a. yes b. no

8. Have you kept patterns for letters of application?
   a. yes b. no

9. Has this course helped you meet one or more persons who might some day help you line up a good job?
   a. yes b. no

10. Do you know where to look for jobs that would give you a feeling of satisfaction and good pay?
    a. yes b. no

11. Are you aware of new jobs that will require new training as the old jobs fade away?
    a. yes b. no

12. Have you spent time on a hobby since you started this course?
    a. yes b. no

13. If you were ready to work now, do you know what salary you would make on the job of your choice?
    a. yes b. no

14. Do you know what working conditions exist on the job of your choice?
    a. yes b. no

15. After you complete eighth grade, how many more years of training will you need to hold the job of your choice?
    a. none b. four c. more than four

16. Is the main purpose of Texas Employment Commission to
    a. pay unemployment checks?
    b. help you in getting along with your boss?
    c. help you find a job?

17. Do you know of any volunteer work you can do now to gain experience in your choice of work?
    a. yes b. none c. not sure

18. Did you get enough printed materials in this course to help you understand your choice of jobs?
    a. yes b. no

19. Would you recommend that your friends take this course?
    a. yes b. no

20. Did you learn about test questions that a company might give you?
    a. yes b. no

21. Did you visit any place (on your own or with your class) to learn more about jobs?
    a. yes b. no

22. Did you or other students do any work, music, writing, art, or drama that helped explain this course?
    a. yes b. no c. don't know

23. Does your school's PTA show interest in this course?
    a. yes b. no c. don't know

24. Do other teachers in your school seem interested in this course?
    a. yes b. no

25. Have you found any more definite purpose in school than you had four months ago?
    a. yes b. no

26. Do you think you now have more respect for all good workers, no matter what job they hold?
    a. yes b. no

27. Do you have a Social Security card?
    a. yes b. no

28. Did this course help you to understand the importance of teamwork?
    a. yes b. no

29. How many job fields do you remember?
    a. fewer than 5
    b. between 5 and 10
    c. between 10 and 15

30. Did this course help you find new ways to use your free time?
    a. yes b. no

31. Have your relatives and neighbors shown an interest in this course?
    a. yes b. no

32. Have you asked questions about jobs?
    a. yes b. no

33. Do you think the visitors were good speakers who knew their subject?
    a. yes b. no

34. In the future, should there be—
    a. more speakers b. fewer speakers c. the same number

35. How does your attendance at school compare with your attendance before you were in this course?
    a. the same
    b. better attendance
    c. worse attendance

36. Have you noticed any improvements in attitudes of students in this class?
    a. yes b. no

37. Did you take part in role playing of interviews or other job situations?
    a. yes b. no

38. Are you involved in volunteer or part-time work as a result of this course?
    a. yes b. no

39. Would you be willing to help find speakers or assist with short term projects for this course next semester?
    a. yes b. no

40. Write any suggestions you have for improving this course.

AN INTERPRETATION OF ANSWERS ON STUDENTS' EVALUATION OF CAREER ORIENTATION

Self-Analysis—The following questions apply:
6, 7, 15, 25, 32, 35, 39 (awareness of self)
12, 30 (hobbies)
17, 30, 38 (volunteer work)

Career Investigation—
1, 24, 31, 36, (Community and school response)
3 (media)
5, 6, 8, 9, 10, 11 (knowledge of jobs)
13, 14, 15, 16, 18, 20, 21, 23, 27, (organizational help)
2, 19, 22, 28, 37, (time and methods in C. O.
4, 33, 34 (speakers)

Overall negative response in self-analysis could mean a personality problem, lack of motivation, or poor communication.

Overall negative response to career investigation could mean concept presentations are too difficult, a lack of relevance or empathy for the students.

By pinpointing the specific subjects shown in parentheses, the teacher may be able to do a realistic self-evaluation. Hopefully, these forms will serve as guides for individual and departmental improvements each semester.

JOB RESEARCH

Name _____ Date _____
School _____ Teacher _____

Your Plans

Fill in the blanks with words or phrases. No sentences. Example 1 – newspaper want ads

1. Name five ways of looking for a job

   (a) _____
   (b) _____
   (c) _____
   (d) _____
   (e) _____

2. Name three jobs you feel you will be able to do well in five years.

   (a) _____
   (b) _____
   (c) _____

3. What education and/or training will you need for jobs (a), (b), and (c) listed in Number two? Examples: high school, trade school, college, military service, on-the-job training, or others (name)

   (a) _____
   _____
   (b) _____
   _____
   (c) _____
   _____

4. Describe the tasks you will do in the jobs listed in number two. Example: a salesman reads, writes, makes *many* contacts, sells, reports, evaluates, services.

   (a) _____
   _____
   (b) _____
   _____
   (c) _____
   _____

5. What salary do you think you would make if you were now ready to start work as a beginner on each of the jobs mentioned in two?

(a)_____

(b)_____

(c)_____

6. Name the job you want most

_____

7. What hobbies or volunteer work can you do now to help yourself get ready for the job you want?

(a)_____

_____

(b)_____

_____

(c)_____

_____

8. Give three organizations, departments, or titles of people who can help you get into jobs you would like.

(a)_____

(b)_____

(c)_____

COMMUNITY EVALUATION

by Miss Rose Parks, Black Jr. High School

The community needs an opportunity to evaluate the Career Orientation program. The following form has brought very favorable results. We would appreciate your filling out this form, but it is optional.

In an effort to evaluate our attempt to orientate boys and girls of the junior high level on job opportunities, we are sending this checklist to companies that have supplied us with speakers and materials to get their feelings about the program.

The Career Orientation classes of _____ Junior High School will appreciate your filling out this checklist.

1. How would you rate your visit with the class?
   Excellent ____ Good ____ Fair ____ Poor ____

2. Do you feel that your visit was profitable?
   Yes ____ No ____

3. Would you say that most of the students received some worthwhile information?
   Yes ____ No. ____

4. Do you feel that the students were—
   Well prepared ___ ? Under-prepared ___ ? Not prepared at all ___ ?

5. Do you feel that this type of class is suitable for junior high students?
   Yes ____ No ____

6. Do you feel that classes of this nature should be
   Continued ____ · Discontinued ____ ·

7. Do you feel that at this age level you would have been interested in a class of this nature?
   Yes ____ No ____

8. Would you be willing to visit classes of this nature in the future?
   Yes ____ No ____

9. Have you made similar classroom visits?
   Yes ____ No ____

10. Do you feel that invitations of this kind–
take too much of your time ___ disrupt your work schedule ___
are a pleasure to do ___

11. Do you feel that programs of this nature will strengthen the school, industry, and employment relations?
Yes ____ No ____ Comments:_____

_____

12. Do you feel that the student response was
Excellent ____ Good ____ Fair ____ Poor ____

13. Do you have any comments or suggestions on how we can further develop this program?

_____

_____

_____

_____

14. We would appreciate any general comment you have about your visit to our class:

_____

_____

_____

_____

15. What class do you feel gave the greatest response?
First ____ Second ____ Third ____ Fourth ____
All responded about the same _____

GUIDE LINE FOR DISCUSSIONS IN ALL CAREER FIELDS

1. Predicted need for specific jobs
2. Required and helpful high school subjects for each field
3. Useful hobbies and clubs
4. Volunteer opportunities
5. Required and helpful training
6. Specific schools for training and retraining beyond junior high school
7. Qualifications: physical, mental, emotional
8. Advantages
9. Disadvantages
10. Entry level job descriptions
11. Beginning salary at the present time (low, med. high) if willing to state
12. Sources of information for changing job pictures
13. Examples of jobs that make up the teamwork for a given service or product
14. Places of employment
15. Tools of the trade or profession
16. Usual promotion pattern
17. Specific application procedure

TESTS BY STUDENTS

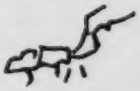
The following sample fun tests were given on the final day of group presentations for the various career fields. Each student was responsible for assisting in the preparation, presentation, evaluation of skills and knowledge. All students were required to take the test. The students who prepared the tests also graded them, and the teacher checked their accuracy. Interest was high.

The ideas shown in the test patterns can be used by students who complete evaluation surveys earlier than others in the class. It must be understood that these tests, games, and riddles are to be done independently and quietly.

Occupational Quiz

Ban + + S

A -b+v M+ por +

Jaw +b 

pā+ing 2. 1 Jaw + b

is + ing A tell+her.

Print answer here:

CODING

To the student: Use the code listed in the left hand column to solve the statements at the right. A slash mark separates words. Space is provided for each answer.

A – =
B – ·
C – ◇
D – >
E – |
F – □
G – Δ
H – ∇
I – Σ
J – ∷
K – £
L – α
M – ∂
N – ≚
O – ≠
P – ⇳
Q – ∫
R – ⩾
S – ⊳
T – ≈
U – ⊥
V – ×
W – π
X – ⨯
Y – ∴
Z – ⇲

1. · = ≚ £ / ≠ □ / ≈ ∇ | / ⊳ ≠ ⊥ ≈ ∇ π | ⊳ ≈

2. ≠ = £ / □ ≠ ⩾ | ⊳ ≈ / · = ≚ £

3. ≚ ≠ ⩾ ≈ ∇ α Σ ≚ | / · = ≚ £

4. ○ ≠ ∂ ∂ | ⩾ ○ | / · = ≚ £

5. Δ = α α | ⩾ Σ = / · = ≚ £

6. ⩾ | = Δ = ≚ / · = ≚ £

7. ∇ | Σ Δ ∇ ≈ ⊳ / · = ≚ £

8. ⩾ | ⇳ ⊥ · α Σ ○ = ≚ / · = ≚ £

9. □ Σ ⩾ ⊳ ≈ / ○ Σ ≈ ∴ / · = ≚ £

10. ≚ ≠ ⩾ ≈ ∇ π | ⊳ ≈ / · = ≚ £

11. ⊳ ∇ = ⩾ ⇳ ⊳ ≈ ≠ π ≚ / · = ≚ £

12. ⇳ ≠ ⊳ ≈ / ≠ = £ / · = ≚ £

13. ∇ ≠ ∂ | ⊳ ≈ | = > / · = ≚ £

14. ∂ = Σ ≚ / · = ≚ £

15. ∇ ≠ ⊥ ⊳ ≈ ≠ ≚ / □ Σ ⩾ ⊳ ≈ / ⊳ = × Σ ≚ Δ ⊳ / = ≚ > / α ≠ = ≚ ⊳

REVIEW OF CAREER ORIENTATION

Guide for Discussion
(The following questions may be used as a review of the semester's work before the *post* test is given.)

Social Security

1. What is Social Security?
2. How do you obtain a Social Security Card?
3. How do you replace a lost social security card?
4. Do you have a Social Security Card?
   Write your Social Security Number.

U. S. Department of Labor

1. What is the U. S. Department of Labor?
2. Give specific laws that protect you when you are a teenage worker.

Job Clusters or Career Fields

1. Define job cluster or career field.
2. What is meant by teamwork on a job?
3. Explain interdependence of job clusters to each other.
4. The following 15 job clusters cover many occupations. Beside each cluster write a job that is connected with each title:

   Business and Office Occupations
   Marketing and Distribution Occupations
   Communications and Media Occupations
   Construction Occupations
   Manufacturing Occupations
   Transportation Occupations
   Agri-Business and Natural Resource Occupations
   Marine Science Occupations
   Environmental Control Occupations
   Public Services Occupations
   Health Occupations
   Hospitality and Recreation Occupations
   Personal Services Occupations
   Fine Arts and Humanities Occupations
   Consumer and Homemaking Related Occupations

5. Select one cluster that appeals to you most. Give the following information about specific jobs in your favorite cluster

   1. Advantages of this job
   2. Disadvantages of this job
   3. Future opportunities
   4. Education necessary

5. Personal qualifications
6. Salary
7. Fringe benefits
8. Description of job
9. Word-picture of a typical day
10. What to do now to start toward this career
11. Future planning (next 4 years) to get ready for this job
12. Money required to begin this job (education, transportation)
13. People who can tell about the job
14. Places to visit to see the work
15. People who can guide and help obtain the job

Planning and Involvement

1. What elective subjects are needed in high school for your future work?

2. What clubs might help you learn and have fun as you plan your future?

3. What volunteer jobs can you do to give yourself experience for a job in your future?

4. What hobbies might add fun and knowledge to your future work?

5. Name two titles of people or companies who might help you get a part-time or full-time job in the occupational cluster of your choice.

6. Write a letter of application to one of the companies you named in No. 5.

7. Tell what points must be remembered in personal interviews.

8. What are the duties of the Texas Employment Commission?

9. Where do you look in a newspaper for jobs?

10. Do employment agencies (other than the State) charge fees for helping you get a job?

11. What do you need to know about the company when you are looking for a job?

12. What do you need to know about yourself when you are looking for a job?

CAREER ORIENTATION

Pre-Post-Test

The pre-post-test is written to fulfill the Houston Independent School District's proposal under which the Career Orientation program is now funded. This proposal suggests that all Career Orientation teachers will work together in developing a test to be given to students in order to determine interests, attitudes, and knowledge of the world of work. This test will be given very early in the course to help the teacher establish directions, materials, and individual time allotments that are needed. Without forewarning, the same test will be given as a post-test during the last week of the course. Evaluation of changes that have occurred will be recorded. An evaluation and plans for improving work the next semester should also be achieved when the pre-post-test is analyzed.

If some students have serious difficulties with reading, the teacher should read all directions and statements aloud. Ample time should be given for students to comprehend and apply each statement to their own self-analysis and knowledge. Discussions and comments must not be allowed when the test is given. As soon as the class is ready, the teacher should move on to the next part of the test.

All units included in Career Orientation and covered in the pre-post-test therefore, this instrument can serve as the teacher's preview for the entire course. By reading the complete battery of tests before giving it to the students, the teacher will gain insight into the concepts and sequence of materials to be covered.

This test has been tried in several clsses. It was suggested that the test be given in two days. The first part — self-analysis — would be given one day with no grade. The second half of the test would include the rest of the test and would be given the second day. This second part of the test — career fields and investigation skills — would be graded, but only the post-test would count on the report card average. There are 50 answers on Part II. Each answer counts 2 points. Although this test has been used in some of the Houston classes, it is still in the process of validation.

PRE-POST-TEST FOR CAREER ORIENTATION

PART I: SELF-ANALYSIS

Name _____ Date _____

School _____ Teacher _____

Your Interest

Put an X on the space or fill in statements briefly:

A. What do you prefer to do?

____ (1) work with things—motors, tools, furnishings, etc.
____ (2) work with people—sports, clubs, etc.
____ (3) work with ideas—writing, debating, etc.

B. Write a "1" beside the name of the school subject you enjoy most. Write a "2" beside the second best, and a "3" beside the third best.

____ (1) Physical education
____ (2) Mathematics
____ (3) Science
____ (4) History, civics, economics
____ (5) Languages, literature
____ (6) Shop work
____ (7) Home economics
____ (8) Other _____

C. Do you have any health or physical limitations that should be considered in making a career choice—eyesight, hearing, height, weight?

____ Yes
____ No

D. Do you have a hobby?

____ Yes
____ No

E. If you have a hobby, name it.

_____

F. Have your parents or other relatives told you what career they want you to choose?

____ Yes
____ No

G. If relatives have suggested a career for you, name it.

_____

H. Have you chosen a career?

____ Yes
____ No

I. If you have chosen a career, name it.

_____

J. Do you plan to complete your military service before choosing a career?

____ Yes
____ No
____ Does not apply

K. Do you plan to get more training after high school?

____ Yes
____ No

L. Do you like to (answer yes or no by each):

____ (1) be of service to people
____ (2) work or play outside
____ (3) read
____ (4) do things with your hands
____ (5) study
____ (6) operate machinery
____ (7) travel
____ (8) do detailed work
____ (9) explore
____ (10) investigate
____ (11) discover
____ (12) work with people

M. Put an X beside the statement that describes your personality *most of the time.*

____ (1) You like to take things apart and see how they are made.
____ (2) You like to read and think about what you read.
____ (3) You like a quiet place.
____ (4) You like to be with people.
____ (5) You usually are very happy at trying something new.
____ (6) You like to meet new people.
____ (7) You enjoy working with mechanical things.
____ (8) You like to ask questions.
____ (9) You enjoy mixing colors.
____ (10) You often doubt that you can do something well.
____ (11) You like to plan ahead.
____ (12) You are fast in your work.
____ (13) You are a friendly person.
____ (14) You laugh a lot.
____ (15) You are careful with your actions.
____ (16) You talk back a lot.
____ (17) You are often late.
____ (18) You like to hear music much of the time.
____ (19) You like to put things in order and take time to be neat.
____ (20) You are often hurt by criticism.

PRE-POST TEST FOR CAREER ORIENTATION
PART II: AGENCIES, CAREER FIELDS, AND INVESTIGATIONAL SKILLS

Name _____ Date _____

School _____ Teacher _____

Purpose of Course

A. The purpose of Career Orientation is to guide choices made by

____ (1) parents
____ (2) the school
____ (3) the student

B. Each person needs to know his strengths and weaknesses so he can

____ (1) brag to others
____ (2) choose a career in which he can do well
____ (3) feel ashamed of himself

C. Speakers come to class because

____ (1) they want youth to know about their jobs
____ (2) they want everybody to do the work they do
____ (3) they hope to get paid for their time

D. Career skills can be learned in free time through work, and

____ (1) eating
____ (2) hobbies
____ (3) sleeping

E. The best kind of job is one which

____ (1) pays the most money
____ (2) gives you a feeling of satisfaction
____ (3) has short hours

Social Security

A. Social Security cards cost

____ (1) $1.00
____ (2) fifty cents
____ (3) nothing

B In most cases everyone must have a Social Security card before he

____ (1) goes to work
____ (2) starts to school
____ (3) has a savings account

C. The application form for a Social Security card always can be obtained by contacting

____ (1) City Hall
____ (2) the Federal Building
____ (3) the County Courthouse

D. The first step in replacing a lost Social Security card is to give information to

____ (1) the police
____ (2) the Bureau of Missing Persons
____ (3) a Social Security clerk at the Federal Building

E. A surviving parent whose husband or wife qualifies may receive Social Security monthly payments for

____ (1) being poor
____ (2) all unmarried children under 18 years of age
____ (3) buying property

Career Fields

Investigating many jobs can be done easily if careers are divided into fields. Purpose of the work usually gives the clue for putting jobs together. Example: a career in an automobile factory would be listed under manufacturing career field.

Put an X in front of the following correct answers.

A. The usual career field that telephone, television, and newspaper workers come under is

____ (1) transportation
____ (2) fine arts and humanities
____ (3) communication

B. The usual career field that air and water pollution jobs come under is

____ (1) environmental control
____ (2) marine science
____ (3) manufacturing

C. Advertising usually comes under the career field of

____ (1) business and office
____ (2) marketing and dis. ibution
____ (3) hospitality and recreation

D. A druggist usually comes under the career field of

____ (1) construction
____ (2) health
____ (3) agri-business and natural resources

E. Teachers, post office workers, policemen, and firemen usually come under the career field of

____ (1) consumer and homemaking

____ (2) personal services
____ (3) public services

Salary Test

Put an X on the blank before the correct answer.

A. If Tim makes $2.00 an hour and is paid time and a half for extra work, what would his overtime wage be per hour?

____ (1) $1.00
____ (2) $3.00
____ (3) $4.00

B. If one week Mary worked 40 hours at $2.00 per hour and 12 hours at $3.00 per hour, what would her weekly net pay be?

____ (1) $56.00
____ (2) $124.00
____ (3) $116.00

C. Bill has a regular weekly salary of $88.00, but one week he was paid $109.00 because he worked overtime at the rate of $3.00 per hour. How many extra hours did he work?

____ (1) 7
____ (2) 3
____ (3) 21

D. Social Security, income taxes, and other monies are deducted from the salary. $15.00 is deducted for Jo's health insurance. The company has already paid half the total insurance bill. How much is the total cost of medical insurance for Jo?

____ (1) $15.00
____ (2) $7.50
____ (3) $30.00

E. This is Jane's budget for one month:

Food	$80.00
Rent	50.00
Car Payment	70.00
Miscellaneous and Savings	70.00
Entertainment	30.00

What is her budget per month?

____ (1) $290.00
____ (2) $210.00
____ (3) $300.00

Newspapers

Put an X on the blank in front of the correct answer.

A. The local paper's section of business news often includes

____ (1) comics
____ (2) crossword puzzles
____ (3) predictions of future jobs

B. Opinions of changes needed in working conditions are usually found in the paper's section on

____ (1) sports
____ (2) straight news
____ (3) editorials

C. The reliable companies will keep all information from applicants who answer want ads in

____ (1) confidence
____ (2) a file
____ (3) personnel records

D. Employers often state they are not prejudiced against any good workers by putting the following notice at the bottom of the want ad.

____ (1) Fair Play For All
____ (2) Equal Opportunity Employer
____ (3) No Prejudice

E. Most want ad readers should read job descriptions carefully to be sure that they

____ (1) can soon be promoted
____ (2) have the necessary qualifications
____ (3) will work from 8 to 5

Letters of Application

Put an X on the blank in front of the correct answer.

A. The number of main parts in a letter of application are:

____ (1) two
____ (2) five
____ (3) three

B. After Dear Sir in a business letter, the punctuation mark is a

____ (1) comma
____ (2) colon
____ (3) period

C. The correct spelling for one closing in a business letter is

____ (1) Sincerely
____ (2) Sincerly
____ (3) Sinserely

D. Another correct ending for a letter of application is

____ (1) Yours truely,
____ (2) Yours truly,
____ (3) Yours Truly,

E. To get attention, a good letter of application should

____ (1) use abbreviations
____ (2) give relatives for references
____ (3) be brief and concise

Personal Interviews

Put an X on the blank in front of the best answer.

A. When you go for a personal interview, you should usually dress

____ (1) in sport clothes
____ (2) in accordance with the best taste for that particular job
____ (3) in a hat and gloves

B. Never enter the room for your interview with

____ (1) notes about dates of your past jobs
____ (2) your Social Security number
____ (3) gum or a cigarette in your mouth

C. An applicant should always

____ (1) be general as to what kind of job he wants
____ (2) know his strengths, capabilities, and preferences
____ (3) say he likes people

D. A personnel director will always want you to

____ (1) speak fast
____ (2) speak distinctly
____ (3) talk about a former boss

E. When being interviewed, it is correct to

____ (1) relax by leaning to one side
____ (2) walk about the room to give emphasis to your words
____ (3) rise when the personnel director indicates your interview is ending

Involvement

Put an X on the blank before the correct answer.

A. The main reason that it is important for everyone to be involved in activities of his choice is that

____ (1) it is a rewarding, satisfying experience

____ (2) our country needs more products
____ (3) other nations need our services

B. Hobbies are activities that are usually done

__ (1) while you are on the job
__ (2) in your free time
__ (3) in your classes

C. Excellent volunteer work alone will usually assure you of

__ (1) security
(2) a letter of recommendation
(3) good wages

D. An example of a place to look for a volunteer job is

(1) department store
(2) filling station
(3) Red Cross

E. Part-time jobs for pay are more likely to be located at one of the following:

(1) Texas Employment Commission
(2) Scouts
(3) Amigos

Hobbies, Volunteer Jobs

Put an X on the blank in front of the best answer.

A. An agricultural agent helps regularly with many hobbies outside of farming in

(1) 4H
(2) FFA
(3) Girl Scouts

B. Anyone interested in technical radio and television would probably enjoy clubs recommended by

__ (1) Social Security
(2) Federal Communication Commission
(3) American Medical Association

C. A volunteer organization that certifies you for life saving and as a water safety instructor is

__ (1) Boy Scouts
__ (2) Red Cross
__ (3) Camp Fire Girls

D. To investigate a health career when you are 15 years of age, a hospital might assign you as

__ (1) a vocational nurse
__ (2) an intern
__ (3) a junior volunteer

E. A club whose main function is teaching you about business procedures is the

____ (1) Press Club
____ (2) Jr. Achievement Club
____ (3) Science Club

Texas Employment Commission

Put an X on the blank in front of the correct answer.

A. The main purpose of the Texas Employment Commission is to

____ (1) give unemployment checks
____ (2) provide bus information for new workers
____ (3) help you find a job

B. The Texas Employment Commission keeps records on jobs available

____ (1) only in Texas
____ (2) only in Houston
____ (3) throughout the country

C. A counselor at the Texas Employment Commission can usually assist you with

____ (1) money until you first check comes
____ (2) an opportunity to investigate your abilities for various fields of work
____ (3) a family problem

D. The job market at Texas Employment Commission emphasizes opportunities of the

____ (1) past
____ (2) future
____ (3) present and future

E. When you go to the Texas Employment Commission the *first* time, you should take

____ (1) your parents
____ (2) your Social Security number
____ (3) your birth certificate

TEACHER'S ANSWER SHEET FOR PRE-POST TEST

Part I — All answers are acceptable—no grade

Part II — Each correct answer is two points. Record grade for report card average *only* on post test.

Occupational Orientation

Purpose of Course		Social Security	
A.	3	A.	3
B.	2	B.	1
C.	1	C.	2
D.	2	D.	3
E.	2	E.	2
Career Fields		**Salary Test**	
A.	3	A.	2
B.	1	B.	3
C.	2	C.	1
D.	2	D.	3
E.	3	E.	3
Newspapers		**Letters of Application**	
A.	3	A.	3
B.	2	B.	2
C.	1	C.	1
D.	2	D.	2
E.	2	E.	3
Personal Interviews		**Involvement**	
A.	2	A.	1
B.	3	B.	2
C.	2	C.	2
D.	2	D.	3
E.	3	E.	1
Hobbies, Volunteer Jobs		**Texas Employment Commission**	
A.	1	A.	3
B.	2	B.	3
C.	2	C.	2
D.	3	D.	3
E.	2	E.	2

As a result of current articles in the news media, teachers can find added direction for evaluating their present and future work.

The following article lends itself to reviewing purpose, procedure, and planning of acceptable answers to goals stated by Texas Education Agency.

TEA Program Assists Youths Choose Careers

This is the third story in a series of articles on the Texas Education Agency. Article four Wednesday deals with teacher instruction and instructional resources.

By NELL LEE
Staff Writer

Vocational-techical education, teamed with career development, helps the Texas Education Agency accomplish its goal to develop economic and occupational skills in students.

While the two are related — they are different, using different methods of achieving basically the same goal.

The title "vocational education" has been around for a long while. To the agency and the state, career development is not so well-known.

Career development is a means of assisting young people to discover a satisfying, productive means of earning a living. Walter Rambo, who heads career development at the agency, said in grades kindergarten through six the program seeks to "instill an awareness of the world of work" in the students.

In grades seven and eight, Rambo said, training is "exploratory," and in grades nine through 12 training is held in specific technical skills.

"We are not trying to lock kids into vocational or academic programs in career education, but are trying to marry academics and education." Rambo said. "Career education simply is a concept of awareness."

Rambo said the agency, through career development, is trying to make all subjects relevant, trying to show what happens in the real world. "We want to help kids to be able to make realistic choices, whether they go to college or develop a salable skill."

Basic components in career education is assistance for students in understanding the world of work and attitudes toward it; understanding the relationships which exist between education and career opportunity; and understanding the economic and social structures of society and how they influence the ways people support themselves.

By summer of 1973, it is expected that a minimum of five school districts in each education service center region will have developed plans for implementation of career education when school begins in September, 1973.

Currently, several occupational orientation projects are under way in these regions as pilot or demonstration models.

Vocational - technical education, however, is another goal and responsibility of the Agency, John Gauemple, associate commissioner said.

After World War I, emphasis on training in agriculture, trades, industry and homemaking began, and technical education in the early 1960's added health care to the provision. In the middle 1960's, office education, post secondary, community college technical instruction and adult and continuing education added to the long list of provisions.

The need for vocational training at the end of the 1960's became more prominent and more programs were added

The secondary vocational programs trains high school students in various vocations. There are programs for secondary and post-secondary students who have either completed or dropped out of the public school who are available for full time training. There are programs for those who are not available full time — adults, disadvantaged or handicapped —for one reason or another, Guemple said.

The most visible results may be seen in the prison program, where 9,000 persons receive public school instruction and vocational skill development training.

"Not many hire the unskilled person anymore," Guemple said. So, Texas seeks to provide training. "We don't want to rule any student out of a degree program, but we want to offer training, while keeping the doors open for better things."

Guemple said the U.S. Labor Department classifies all legal occupations, and lists more than 38,000 different jobs. "Less than 10 per cent of these requires a bachelor's degree or higher. So, more than 80 per cent of the people who work, do something which does not require a college degree."

He explained that vocational programs provide skills to allow students to have an income to go to college and train for a higher paying job.

The agency, Guemple said, seeks to classify all "human endeavor into 15-20 general classifications and provide training for one or more of these while the student is still in high school."

Studies, he said, show that people experience a change in jobs every seven years (at least) but do not change their career fields at that rate.

Therefore, classifications are made in general career fields and programs are developed to help "people move through from the bottom on up in these fields" like a "describable job ladder."

The big change in the agency began in the early 1960s. Since then, vocational training has "exploded." Guemple said. "Now we have to issue official lists of courses." He added there is more specialization than before.

In 1969-70, reports showed a total of 656,001 enrolled in the secondary, post-secondary and adult vocational programs.

Labor force predictions for the 1980's underscore the importance of Texas' program for vocational education. Officials say that by the end of the present decade, it is anticipated that 55 per cent of those entering the labor force will need vocational skills, 25 per cent will need technical ability and only 20 per cent will need college degrees.

The 61st Legislature provided extended support to all school programs in approved occupations. Vocational counselors and administrative personnel were added to the Foundation School Program at the same time.

Areas of training include vocation, agriculture, office health, homemaking, industrial education, distributive education, technical and work-study programs.

Evaluation

Are the current classes fulfilling these goals?

Business Response

Evaluations are sometimes reflected in company newspapers. The following article is an example of feedback from a business organization.

conmutopics
CONNECTICUT MUTUAL LIFE FIELD NEWS

Agent Discusses Career

As chairman of the Speakers' Bureau of the Houston Association of Life Underwriters, CML agent Lee P. Schlanger became involved in a "Occupational Orientation" program conducted at thirteen different Houston junior high schools not long ago.

Spokesmen from various professions were invited to describe their careers to the students and Lee was a natural choice to talk about life insurance.

Here are some reactions to his presentations. See if you can spot a future million dollar producer among the correspondents.

"Our class enjoyed your visit to our class. It was very nice to learn about what kind of people are taking care of our lives."

"We enjoyed your coming to our class. I don't know for sure but I might like to work in an insurance office when I get older. I don't think I would like to be an insurance agent."

"Our class enjoyed your visit and we would like you to come back on another day. I just might decide to be an insurance man."

"Thank you for coming to our class. I enjoyed it. I liked the whole bit about the job except the pay. I would have to get more money than that. Like you said we all love money. I would like to work for an insurance company but I already have my heart set on being a doctor. Your job, the way you told it seemed exciting."

IMPROVISATIONS

An Unfinished Story That Includes All Career Fields

Assign students as group leaders for each of the fifteen fields. Remember the interests and talents of the class members when choosing the leaders. The committee members may be chosen by the teacher or the group leaders. Scuba divers must be very strong leaders.

Read the narration until the students take over with an improvisation. The students' participation should be concluded in five to ten minutes.

Remind the students that this is a chance to demonstrate what they have learned in Career Orientation. Repeat the test guide in this unit. Encourage students to use these test guide suggestions in taking roles for their improvisational skit.

In evaluating this project, take note of improvements in attitude as well as job facts retained. Above all, be aware of the application of knowledge and team work.

Narration

A long time ago, about 1972, a terrible earthquake destroyed a large city in Nicaragua. The people of Houston responded generously to the needs of their followmen. Many plane loads of food and supplies were sent to the stricken people.

I. Teenagers were involved with collecting and packing needed materials. They even put on an extravaganza stage show to raise money. Professional musicians, artists, and actors assisted. Let's go behind the curtain while a student interviews these professionals about their work. (Fine Arts and Humanities Skit)

II. The program was so successful that sports minded students decided to raise money, too. They arranged an exhibition baseball game between their faculty and the Astros. Here's a student reporter getting a story from an Astro. (Hospitality and Recreation Skit)

III. Now let's go to another part of the city. I want you to meet two of our students who are scuba divers. They have been on excursions near Nicaragua, and since they have had first-hand experience with the people of Nicaragua, they want to do more than give temporary help. They want to set up plans for collecting and refining edible sea plants. Marine Scientists at the University are eager to work with them. Let's listen to their plans for a new food product (Marine Science Skit)

IV. The people of Nicaragua thought the food was fantastic. News about good food spreads like wildfire. Soon people from all over the world wanted this sea plant food. After several years passed, the scuba divers decided to go into business. Let's see how they go about it. (Business and Office Machines Skit)

V. The business leaders laid a strong foundation in management and demands for sea plant food grew tremendously. Management experts were hired in many fields, and they faced problems with suggested solutions. Here's the transportation manager discussing job requirements for new truck drivers. (Transportation Skit)

VI. With more transportation sometimes there is more pollution. The County Pollution Control Director discusses these problems with his team of workers. (Environmental Control Skit)

VII. The pollution problem was settled to everyone's satisfaction when new uses were discovered for agricultural and natural resource products. (Agri-Business and Natural Resources)

VIII. The sea plant food business continued to grow, and construction of new factories was ordered. The construction foreman is here telling prospective workers of qualifications needed and of ways to apply for apprenticeships for those who aren't qualified. (Construction Skit)

IX. With new buildings come new manufacturing equipment. This meant new employees were needed. Lots of women applied for the jobs but they had small children; so the board of directors agreed to set up a day nursery. Let's visit the nursery and see the job requirements. (Personal Services Skit)

X. Now that the children are settled, let's go into the factory. The mothers of the children we saw are older women. They were doing an excellent job on the assembly line, until two young giggly girls were hired to assist them. Manufacturing that lacks teamwork shows up very quickly, so the foreman has called in the ladies who are having trouble on the assembly line. (Manufacturing Skit)

XI. The foreman decided to have a longer training period for new employees. He felt communications needed improving; so he went to a media center for assistance in preparing programs. The media director is introducing the foreman to his staff and explaining their duties. (Communications and Media Skit)

XII. When the foreman reported to the manufacturing plant, he impressed company officials that opportunities for advancement can come through improved communications. They decided to look further into communications by advertising their products on radio and television. Now we see company officials in a conference with an account representative from an advertising agency. (Marketing and Distribution Skit)

XIII. The advertising agency made Marketing Surveys to learn about the needs of consumers and homemakers. Information is being obtained from experts in the field of consumers and homemakers. Let's listen in. (Consumer and Homemaking Skit)

XIV. While we were visiting with the consumer and homemaking experts, a fire broke out at the Sea Plant Manufacturing Corporation. The fire department answered the alarm and were on the scene in a few minutes. Let's watch the action. (Public Service Skit)

XV. Thank goodness for public service. The fire was put out quickly; the victims were given artificial respiration and then taken to the hospital. Let's meet some of the health team at the hospital (Health Skit)

The health team reminded us that all career fields are needed in the hospital and in the research laboratories. Progress for all humanity comes when each worker feels needed as an individual and is responsible in teamwork that serves others.

This story has taken us into your future, for each of you is needed. Your work will affect all career fields, and all careers will affect your life. Make your efforts count! You are an important part of the action.

THE TEACHER'S SEMESTER EVALUATION

The following form can serve as a summation of new materials and procedures. This organized evaluation can guide the teacher in changes needed in the classroom as well as furnish feedback for inservice discussions. All wheels, tests, and evaluations should be compiled before this form is completed.

A. Suggested changes

Suggested Changes	*Reasons*

B. Media most helpful

Career Field	*Title*	*Source*	*Price*

C. Innovative ideas (role playing kits, games, posters, etc.)

D. Printed materials most helpful

Career Field	*Title*	*Source*	*Price*

E. Speakers who were effective

Career Field	*Name*	*Occupation*	*Phone No.*

F. List of original tests that showed progress in knowledge and/or attitudes

Career Field	*Purpose of Test*

MEDIA
Interrelated Career Fields

All fields demonstrate teamwork within and dependency upon other career fields, but some subjects lend themselves to a clear demonstration of interrelated careers in a given project. All films are in the AV Center of HISD.

Film Title	Number	Time
America in Space: The First Decade This film includes the workers needed in creating NASA (1958) and developments that followed for a decade. Many achievements by engineers, scientists, technicians, and industrial workers pooled their efforts toward the ultimate goal—landing and walking on the moon.	L-4382	29 min.
Food, Clothing and Shelter in Three Environments Explores how geographical environments affect people's work and their needs for food, clothing.	M-4544	
Industrial Revolution Beginning of the U.S. industrial progress in the past 200 years through manufacturing, communication, transportation, and other fields	M-4474	22 min.
The Laser Beam Animation explains application of lasers in health, communication, manufacturing, and other fields.	M-4399	16 min.
Living Things Depend on Each Other Humans depend on many living things for food, clothes, shelter. Animals depend on plants. Plants depend on animals. Shows various sources of breakfast food.	4463	16 min.
Posters Basic concepts and methods of poster design.	M-4659	15 min.
Screen News Digest, Vol. 12, Issue 6: America and Her People as They Prepare to Celebrate two Hundred Years of Independence	M-4408	
Understanding the School's Neighborhood: The School's Environment Students learn of people and places in their neighborhood and map it.	L-4393	27 min.
**It's Your Turn* Order from: Fairchild Industries, Germantown, Maryland 20767		

*Not in AV Center